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Vol. X, No. 2, April, 1949

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# College and Research Libraries

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April, 1949

Volume X, Number 2

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By HARRY J. CARMAN

## Education for Future Librarians<sup>1</sup>

*Dr. Carman is dean of Columbia College, Columbia University.*

AS CITIZENS and members of a profession, librarians are not different from other people in other walks of life. Their need for general education is as great as for journalists, physicians, engineers, or lawyers. All should have opportunity for a broad educational foundation upon which to build their specialty.

Any vocation or profession pursued without knowledge of its total social meaning is apt to be boring and stultifying. In the past too many of our professional and vocational schools unfortunately have insisted that the student ignore so-called cultural subjects and concern himself with courses narrowly professional or vocational. The results have been inevitable. Our colleges and universities have graduated men and women technically trained as librarians, physicians, lawyers or social workers with little or no interest in the cultural implications of their professions, much less in those things which enable them to formulate for themselves a satisfying philosophy of life. Vocationally, professionally, and technologically we are the wonder of the world, but in the realm where circumstances demand virtue and political fitness—an acquaintance with the past, high character, broad sympathies, objectivity, a sense of responsibility, a disinterested understanding of the springs of human action—we have been much less successful. The

social, political and esthetic incapacity of the person without general education and, therefore, without cultural background and trained only in the techniques of his work, is likely to be appalling.

Ours is a democratic society, and from the days when the first white settler put foot on this continent to the present the concepts of human freedom and human betterment and happiness have been the main roots of American democracy, though at times partially choked by the weeds of selfishness, corruption and crass materialism.

If freedom is the cornerstone of the American way of life, what does it imply? What are its implications for those who enjoy freedom and those who seek it at a time when freedom and free institutions are challenged by regimented statism?

Freedom in a democracy does not mean absolute freedom but freedom to think, believe, disbelieve, speak, and choose. People are free when they are masters of themselves. We become masters of ourselves, as Dr. Henderson of the New York State Department of Education has so well said, when we have learned to utilize fully and creatively our individual abilities—intellectual, physical, emotional. People are not free who are handicapped with unnecessary psychological inhibitions, who are victims of preventable disease, who harbor irrational prejudices against men of differing views, cultures or races, or who practice religious bigotry.

The dangers to the American way of life are not all without; rather the most danger-

<sup>1</sup> Abstract of address presented at the Conference of Eastern College Librarians, Columbia University, Nov. 27, 1948.

ous are within. They are suspicion, prejudice, intolerance, hate, bigotry, and the worship of mammon. No institution, whether it be a business, home, church, school, or even democracy itself, can long endure the weakening processes of these poisonous enemies. People are free in the degree to which they possess the tools of learning and techniques of action, the ability to verbalize, analyze, synthesize, create, organize, and administer, and who, deep in their souls, have the spirit and the will to safeguard the ideals of freedom, justice, tolerance, and fair play. To be free, people must practice as well as give lip service to the Good Neighbor principle, which in essence means the recognition of the worth and dignity of each human being regardless of race, color, creed or social status.

Our librarians should be citizens who have broad perspective, a critical and constructive approach to life, standards of values by which men can live nobly, and a deep sense of responsibility for their fellows. They should be persons of integrity easily motivated to action in the cause of individual freedom, social justice, and international peace; who will use their leisure in ways creative and not corruptive; and who, as Barbara Jones puts it in her book on Bennington College, will go on learning throughout life, adapting themselves to change without losing conviction. We do not want citizens bounded on the north, south, east and west by themselves. We need more citizens who can make intelligent and wise judgments, and who will work effectively to good ends with others. Whether they be leaders or followers, we need citizens who are concerned about values in terms of integrity of character, motives, attitudes and behavior. The democratic way of life not only cherishes freedom, but entails obligations and even sacrifice for its preservation. Lastly, we need

more citizens who have devotion for the public good and who regard the task of social amelioration as the surest road to greatness of achievement and personal satisfaction.

If these are the kinds of citizens we want our librarians to be, how do we get them? What should be their education?

At the college level I think the best results cannot be achieved by following a program that is not concerned with individual differences, intellectual and emotional; that is overloaded vocationally; that fosters narrow specialization; that is not rich in historic-cultural significance; that is not closely related to the contemporary scene; and, above all, that fails to utilize the concepts and findings of modern science.

The liberal arts should be the unifying and central element in higher education for citizenship and a professional career. There can be no substitute for teaching people, especially young people, how to live. During the last hundred years liberal education in this country has suffered from the inroads of overspecialization, vocationalism and professionalism. Our liberal arts colleges have become a collection of departments with little organic connection between them. As a consequence we have, as my colleague Dr. Ordway Tead puts it, intellectual fragmentation, befuddlement, philosophical anarchy, and spiritual blindness. Education for citizenship should rest not upon a series of specialized departmental courses, but upon carefully integrated divisional courses in science, the social sciences and the humanities.

In framing educational programs, those of us who believe that the primary concern of our institutions of higher learning should be the training for citizenship to the end that freedom may prevail, should give thought to one of the greatest problems

*(Continued on page 112)*

By EDWARD A. WIGHT

# In-Service Training of Professional Librarians in College and University Libraries<sup>1</sup>

*Dr. Wight is assistant librarian, Newark Public Library.*

MOST of you will probably remember that at your meeting just two years ago on this campus there were three short statements presented on "some proposed in-service training programs." Keyes Metcalf suggested the internship with particular reference to training in administration.

Rudolf Hirsch presented the program<sup>2</sup> developed for the University of Pennsylvania, to begin in the fall of 1947, whereby not more than five exceptionally well-qualified graduates of accredited colleges and universities who believe their interests lie in university and research libraries, would be employed as trainees for two years.

Blanche McCrum, in her discussion, was inclined toward approval of the two previously mentioned papers, but with some reservations about Mr. Metcalf's special emphasis upon the training of administrators.

While I dislike to sound a pessimistic note, candor compels me to say that I do not see that the literature or experience have added much to our knowledge of in-service training of professional librarians since you met here two years ago. There

have been several articles in the professional literature in the past two years, such as those of Nathaniel Stewart in the *A.L.A. Bulletin* and *Library Journal*, and Phyllis Osteen's paper on in-service training of executives, but none referring exclusively to in-service training of the professional staff in libraries of institutions of higher education.

Several more general articles have argued the virtues of in-service training and made various general and specific proposals. Many of the younger librarians had contacts during World War II with the training programs of various federal agencies working with war industries or the armed services. As a result of these experiences there will undoubtedly come some valuable suggestions.

The most useful in-service training programs that have been developed for college and university libraries to date, in my opinion, are those concerned with the training of the nonprofessional staff. Such training is relatively easy and inexpensive to develop, even in a small library unit. Your supply of student assistants and other nonprofessional employees is also, I judge, relatively large. The significance of these facts is this: only by developing a relatively large and efficient nonprofessional staff can the truly professional work of the professional staff be adequately developed.

Adequate data are not available, so far

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 27, 1948.

<sup>2</sup> A report on this experiment is included in this issue of *College and Research Libraries*.



as I know, of the proportions of the total work load in various types and sizes of college and university libraries which are professional and nonprofessional. Wilson and Tauber<sup>2</sup> give the percentage of the total professional staff of each of 50 university libraries. Since these figures omit the work of student assistants, the percentages reflect this fact by being high. The median for the 50 universities is 66.6 per cent of total staff in professional classifications. The highest figure is 95.3 per cent professional; the lowest, 30.5 per cent.

In the *public* library several careful studies of the distribution of library time among professional and nonprofessional activities indicate that typically only about one-third of staff time is spent on professional activities, while a much larger percentage of the total staff is professional. Obviously this means that professional librarians are engaged in nonprofessional work. Without having adequate data at hand, I hazard the guess that similar situations exist in many college and university libraries.

It is my firm belief that before we are ready for in-service training of professional librarians, on a large scale, we should first challenge the professional librarian with a real professional work assignment. Only when this has been done are we in a position to make a real fight for adequate professional salaries. The struggle for better professional pay would, I confidently believe, be easier if we admitted more frankly to college budget authorities that much—probably most—of college library work is nonprofessional in nature, and at the same time convinced them that the professional work is more truly educational and worthy of pay commensurate with its importance.

Adequate pay for challenging professional work might do away with the necessity for

much formal in-service training of professional librarians.

My second reservation about the possible effectiveness of a formal program of in-service training of professional librarians in colleges and universities is based upon the fact that the professional staff in most college libraries is small. The July 1948 *College and Research Libraries* gives statistics on this point. Obviously I am not referring to the large colleges and universities given in Group I of these statistics, where the median number of students in regular session is approximately 7,000, the faculty approximately 500, and the full time equivalent professional library staff 26. In Group II, where the median enrolment in regular session is 966 and the faculty 69, the professional library staff is four. Larger colleges in this group are Amherst and Wesleyan, and more typical ones are Bates, Bryn Mawr, Dickinson, and Wooster. It seems obvious that Group II colleges are probably better than the typical institutions of higher education among the approximately 1,600 in the country, and that a professional library staff of from two to four is not large enough to support a formal program of in-service training of professional staff.

In large colleges and universities the professional library staff may be of sufficient size to support a formal program of in-service training, and even a director of such training. Personally I would not like to attempt to organize and direct such a program, because I think it is fundamentally unsound on at least two points. First, the theory of organization and administration implies that certain specific work and staff are assigned to a specific department, with responsibility for the work delegated to a specific department head or supervisor. It seems to me logical to include in that assignment to the supervisor the responsibility for

<sup>2</sup> Wilson, Louis R. and Tauber, Maurice F. *The University Library*. Chicago, University of Chicago Press, 1945. (Table 16, p. 231.)

the efficiency and professional development of the staff in the operating unit, rather than to assign it to a training officer with a formal in-service training program.

The second difficulty is a more practical one. It involves the purely physical problem of trying to get and keep together, from the various departments, professional staff for a training program when the daily work schedules range over the hours from 8:30 a.m. to 9:30 p.m. Departments need the people to cover emergencies such as those caused by sickness. Others cannot be spared unless the time is made up in the department. Some are not scheduled to work at the hour assigned for training, and questions of time required for extra travel and overtime come up. Some are anxious for the training, while some for whom it is thought essential are indifferent. More questions arise than I would think possible. Individually each seems reasonable, but collectively they seem fantastic.

Enough of what seem to be the unfavorable prospects of a formal in-service training program organized and conducted by a single institution of higher education for its professional librarians. So that my position will not be misunderstood by this presentation thus far, it must be emphasized that I have been talking exclusively about a formal program of professional training of professional librarians on the job, assuming that the initial professional education is reasonably adequate and that all professional staff will continue to grow as a result of normal job assignments, staff meetings, professional and other reading, and formal and informal contacts. It is also essential that the librarian have access to opportunities for professional growth that are available to other members of the faculty, such as time with pay for attendance at professional meetings (with expenses paid at least in part), scholarships and fellowships

for study locally or elsewhere, time off during the day for appropriate courses in the institution, leave of absence, opportunity for serving on college curriculum and other pertinent committees, etc. Internships, second and third years of professional study, and similar methods of professional growth are also implied. All of these experiences, as well as other similar ones not mentioned, represent opportunities for professional growth. They do not, however, constitute a locally conducted program of in-service training of professional library staff. In fact, the presence of these and other opportunities argue against the necessity of most college and university libraries conducting formal in-service training programs for the professional staff.

Earlier I have said that challenging professional jobs and adequate pay would do away with much of the necessity for locally conducted in-service training programs for professional librarians. Responsibility for pressing for these rests primarily with the head librarian, working through and *on* the president of the institution. There is another area where there seems to be an added responsibility for head librarians. It can definitely be carried out on any campus. I refer to it with some hesitation, even though buttressed by the findings of psychological research in industry, and by Lyndal Swofford's article in the April 1947 *College and Research Libraries*, "Mental Hygiene and the College Library." Miss Swofford discusses the presence of feelings of frustration among college librarians and recommends that we "remove as many as possible of the causes of insecurity and irritation, create an atmosphere of successful achievement and hope for the future, and promote the physical and mental well-being of the individual" (p. 166). The much publicized Hawthorne experiments of the Western Electric Company indicated that

production is best when workers feel that their work is important, when they are given a chance to express their preferences and opinions, and when they feel themselves free from overly strict supervision.<sup>4</sup>

Morale is an area about which relatively little scientific knowledge is available. However the modern college librarian cannot afford to overlook this factor because of its effect upon the staff and its services. The difference between the professional problem of a librarian and the problem of a professional librarian may be tremendous. But since the problem may prevent effective work by the professional librarian, there should certainly be recognition of its importance and provision of some channel in the college library or on its campus to which even the professional librarian may turn.

In the induction program of a new professional staff member there should be definite provision for establishing friendly personal and professional relations with the appropriate college administrative officers, the instructional and the library staff, and the community. This "personnel point of view" does not represent an in-service program, but it might conceivably do something to reduce professional problems and to improve professional work.

This is rather late to define the most important phrase in the title of my paper, but quoting the generally accepted definition of in-service training may be pertinent as I begin to close. It is "management's process of aiding employees to gain effectiveness in their present and future work assignments by providing, planning, and organizing a program of systematic instruction and practice on the job. . . ."<sup>5</sup>

On the basis of that definition I would say that the library with which I am con-

nected has no program of in-service training of professional staff. Yet many of our staff are engaged in some in-service training activities. Among those of the past three years are: a training course for discussion leaders in the great books program, professional forum, staff-edited monthly publication, talks at professional meetings, time off for attending library school and other classes, time off for teaching, partial scholarships for library school study, minor research studies of a specific function, such as reference, a general study of time and work units, and a course offered in the library by a Rutgers faculty member on techniques of leading discussion groups. These are specific in-service training activities organized to meet specific needs. They do not comprise a systematic program of in-service training, but are typical of some of the activities of a reasonably alert staff, attempting to increase its professional effectiveness.

Francis St. John, in his paper "In-service Training," read at the Library Institute of the University of Chicago in 1945, wisely recognized that the type of in-service training program developed by the Training within Industry group during World War II "is not satisfactory for training for professional library functions." He recommended the correspondence course and the discussion group as a basis for in-service training of the professional group, and suggested that the American Library Association might undertake the preparation of a series of weekly bulletins. "As these bulletins are received by the library, a weekly discussion group of staff members would be held."

Obviously, a group of professional librarians would not be found from a single small college library. Weekly meetings on a state or regional basis would be difficult to arrange.

<sup>4</sup>Quoted from Ryan, Thomas A., *Work and effort*. N.Y., Ronald Press, 1947 (p.181).

<sup>5</sup>Tucker, W. H. "In-service training in large public libraries." Unpublished master's paper, Graduate Library School, University of Chicago, 1941.

As an alternative suggestion I would propose that professional meetings such as the one now being held, those of the state library associations, and of the A.L.A. and its divisions, such as A.C.R.L., be held more nearly on the basis of an institute on in-service training. Briefly, this would mean that instead of assembling to listen to the reading of papers, the papers would be published and circulated to those registered for the meeting, approximately one month ahead of the scheduled meeting date. The meeting would then be devoted to specific discussion of the points, if any, presented in the papers, and to consideration of contrary or divergent points of view. More specifically, group experience pertinent to the topic for consideration would be brought directly to bear on the problem. For those who have real problems on their hands, proposals developed in advance might be presented for criticism.

This means to me that the typical professional conference would become to some extent a cooperative in-service training activity. Those who have no professional

problems would have more time to visit and enjoy the social features of the meeting. Those who have professional problems and take them seriously would probably remain at home and work on their problems, unless the papers presented in advance carried some definite prospects of help.

In summary, it is my belief that given reasonably adequate general and professional education, a stimulating professional job with adequate pay, working and living conditions that promote high morale, and access to the types of intellectual stimulation that are common in good colleges, the professional librarian will continue professional growth without the necessity of a systematic program of in-service training. Finally, if there were a genuine and general need for in-service training of professional staff in college and university libraries for some new activity or program, a professional meeting such as this might well consider some revision of its type of program to make it more effective as an in-service training activity.

## Drexel Has New Master's Program

The Drexel Institute of Technology School of Library Science announces that beginning with the fall term of 1949 it will offer a new curriculum leading to the degree of Master of Science in Library Science. This program will supplant the present one-year course recognized by the Bachelor's degree.

The School will grant three full tuition

scholarships for the academic year 1949-50. Applicants for these scholarships must be graduates of accredited colleges or universities.

Application should be made to the Dean of the School of Library Science, Drexel Institute of Technology, 32nd and Chestnut Streets, Philadelphia 4, Pa., before April 15, 1949.



# The In-Service Training Program of the University of Pennsylvania Library

*Mr. Hirsch is assistant librarian, preparations division, University of Pennsylvania Library.*

## Introduction

WHEN the University of Pennsylvania Library announced in 1946\* its experimental In-Service Training Program, the project was little more than an idea developed with some care and in some detail. It lacked, however, the concrete and specific procedures necessary to put the plan into operation. It is the purpose of this article to report on the organization and operation of the experiment.

## Organization

During the winter and spring of 1947 a small group of University of Pennsylvania librarians met informally to make decisions on the following points: (1) desirable qualifications of candidates; (2) procedures of selection and of administration; (3) scope and detail of practice work; (4) scope and method of instruction; (5) selection of instructors; (6) examination and certification of trainees. These meetings, or preseminars, resulted in specific decisions which were subsequently translated into action.

From the start it had been agreed to limit admission to a small number of students of either sex. The maximum was set at five,

with an understanding that a limited number of staff members would be permitted to attend as auditors, a privilege of which some few availed themselves. Trainees were to be appointed as regular members of the staff and paid at semiprofessional rates. Their library schedule was to be reduced from an average of 37 hours per week required of other staff members, to 30 hours. This special consideration was given in order to ease their additional burden of 6 hours of instruction and an estimated 8 to 12 hours of preparation. As applicants came for personal interviews, it was stated emphatically that the proposed two-year program of instruction and internship would mean hard work with little material reward; that we were offering what we hoped would be good experience and training, but no formal degree and no guarantee of professional recognition beyond the University of Pennsylvania libraries. We stated that we were prepared to put into the trainees' education more individual attention than they could reasonably expect in most other programs, but that few of us had experience in teaching and that the entire program was experimental.

Requirements for admission were possession of a bachelor's degree, a better than average academic record, some language ability, a convincingly expressed desire to become a research librarian, sufficient stamina to withstand the rigor of hard

\* Conference of Eastern College Librarians. *College and Research Libraries*, 8:126-28, April 1947.



work, and most important perhaps, a personality, as revealed in interviews, acceptable to the director and his three immediate assistants. Announcements and invitations to apply for admission were sent to colleges and universities of the area only. This regional limitation was decided upon in the hope of thus lessening the trainees' financial burden. Altogether we received 29 inquiries, of which roughly one-third were actual applications. We accepted four applicants, of whom two had already been employed in the University of Pennsylvania Library during the winter and spring of 1947. The background and education of the four successful candidates can best be judged from the following brief *curricula vitae*:

Trainee A.

b. 1918.

Educ.: B.A., 1947, University of Pennsylvania (College of St. Elizabeth, 1936-1939; University of Kansas City, 1939-1940; University of Pennsylvania, 1946-1947); *major*: English, Sociology. Business school, March-July 1940.

Scholastic honors: Graduated fifth place in high school class of 527. On Dean's list at College of St. Elizabeth.

Experience: Secretary, November 1940-March 1943. Ensign, U.S. Naval Reserve (W.R.), March 1943-February 1946.

Languages: Latin, French.

Trainee B.

b. 1912.

Educ.: B.A., 1934, Smith College (Junior year at Universities of Perugia and Florence); *major*: Italian.

Scholastic honors: Phi Beta Kappa. Degree, *Summa cum laude*. Won Italian prize at Smith College.

Experience: Clerk, secretary, and executive at Pennsylvania Hospital, September 1944-June 1947.

Languages: Italian, Spanish, French, German.

Trainee C.

b. 1923.

Educ.: Preparatory education in French and Belgian convents. B.A., 1945, University of Pennsylvania; *major*: English, Greek. Business school.

Scholastic honors: Phi Beta Kappa. Degree, *Cum laude*. Honors in major subject.

Experience: Tutoring in French, English, History, Greek. Clerical work, June-September 1943. University Press research assistant, June 1945-September 1946. Curtis Publishing Company, advertising work-statistical aspect, to May 1947.

Languages: French, German, Greek, Latin, Chinese.

Trainee D.

b. 1921.

Educ.: B.S. in Education, 1945, Wilson's Teacher's College; *major*: English. Studying at University of Pennsylvania, 1946, for M.A. in Indo-European linguistics; *major*: German; also taking Lithuanian and Russian syntax.

Experience: Clerical work, August 1941-September 1946.

Languages: German, Russian.

*First Year of Training*

The four appointments made, positions budgeted and approved, and outlines of instruction in hand, the program started as scheduled on July 1, 1947. Since courses did not begin until September, the intervening months permitted instructors to organize their courses and the trainees to familiarize themselves with the work in the University Library. Actual teaching started September 16 with two sessions of general indoctrination in which all instructors participated. These sessions covered what is sometimes called—controversially, as we well remember—philosophy of librarianship. We also discussed the entire program and announced that the courses would be largely of the seminar or laboratory type, though it was left to the

individual instructor to choose the technique deemed most appropriate for the subject taught.

Courses are briefly listed in Table I.

Table I  
Courses, Academic Year, 1947-48

Course	No. of Sessions (1½ Hours Each)	Instructors' Position in Library
General Introduction	2	All instructors
Paleography & The <i>ms.</i> book	13	Director of Libraries
History of Printing	20	Curator of Rare Books
Documentation, Pt. I (incl. Bibliography)	12	Head, Circulation Dept.
History of Libraries	13	Asst. Librarian, Preparation Division Director of Libraries (Ancient & Mediaeval) Asst. Libr., Prep. Div. (Modern European) Curator of Rare Books (Colonial) Asst. Libr., Service Div. (U. S.) Asst. to the Director (Special Libr.)
Book Selection	14	Head, Acquisitions Dept.
Cataloging, Pt. I	36	Head, Cataloging Dept.
Reference	24	Head, Reference Dept.
Service, Pt. I	12	Asst. Libr., Service Div.; Head, Circulation Dept.
	146 sessions (219 hours)	

Some of the courses were the responsibility of more than one instructor. This method served to distribute their load and made it possible to assign responsibility in accordance with special qualifications. As far as could be observed, the trainees neither objected to nor suffered from this method of joint conduct of courses.

The teaching was largely fitted into the regular library hours. Two sessions weekly were held from 9:00 a.m. to 10:30 a.m., and two others from 4:00 p.m. to 5:30 p.m. Instructors were permitted to test students in connection with their courses. In addition, at the end of the first year, the trainees were given a written examination allowing them 1½ hours to answer three of the following five questions:

1. Mr. Smith, an educated and influential gentleman, declares in an argument with you, "It is entirely unnecessary for a librarian to be acquainted with the methods and problems of research, since his work is of a purely

technical or clerical nature." Answer him.

2. Choose any subject taught during the past year as a part of our In-Service Training Program and discuss its relevance, or lack thereof, to librarianship.

3. What does the printed book (using the word as a collective noun) owe, and not owe, to the manuscript (using the word in the same general sense)?

4. Indicate what cataloging skills are useful to (a) a worker in acquisitions and (b) a worker in reference.

5. Prepare an outline to accompany an application to a foundation for a research grant in bibliography or librarianship.

The results of the examination proved to our satisfaction that the four trainees had acquired—if they did not possess it before—the ability to analyze properly relevant problems, to organize their reactions, and to present them in acceptable form. Certain weaknesses were recognized and subsequently discussed with the students. None of the instructors marked any of the answers unsatisfactory. However, their appraisal showed a healthy divergence of opinion, reflecting their particular emphasis on different qualifications.

It was stated at the outset that courses

would be confined largely to historical and theoretical aspects of librarianship. Knowledge and experience of applied librarianship were to be acquired through practice work. We therefore planned a comprehensive rotation schedule, to which we did not adhere rigidly since the previous experience of two of the trainees was taken into account and since requests for special experience were considered favorably. The rotation schedule appears as Table 2, and shows that all four trainees will have gained experience in all major departments by the expiration of the internship.

The choice of graduate courses was left entirely to the students. Table 3 (see next page) which includes their registration in the Graduate School, gives a convenient indication of their choice of specialization.

### Conclusions

It is perhaps too early to draw conclusions, particularly since they are by necessity subjective. However, in the opinion of the director of libraries and the writer of the present article, the experiment is proving worth while. We believe we have found four excellent trainees and are giving

Table 2  
Rotation Schedule of Practice Work

Trainee	Jy. 1-Dec. 31 1947	Jan. 1-Mar. 31 1948	Apr. 1-Je. 30 1948	Jy. 1-Aug. 31 1948	Sep. 1-Dec. 31 1948	Jan. 1-Je. 30 1948
A	Circulation	Acquisitions	Acquisitions	Reference	Reference	Cataloging
B	Acquisitions	Rare Book Coll. <sup>1</sup>	Cataloging	Cataloging	Circulation	Reference
C <sup>1</sup>	Cataloging <sup>2,4</sup>	Reference	Reference	Acquisitions	Service Div. (general)	Special as- signment
D <sup>2</sup>	Reference	Circulation	Math.-Phys- ics <sup>3</sup> Dept. Library	Cataloging	Acquisitions	Special as- signment

<sup>1</sup> Acquisitions experience before July 1, 1947.

<sup>2</sup> Cataloging experience before July 1, 1947.

<sup>3</sup> Trainee's request.

<sup>4</sup> Three weeks in binding department.

### Second Year of Training

Plans for the second year of instruction have been slightly altered since the program was inaugurated. Originally we had hoped to permit elective courses. However, since the first year's experience showed that the burden of the program on instructors was heavy we decided to reduce the number of sessions, though retaining all courses as compulsory instruction, requiring instead that each student register in the Graduate School of the University for two or more hours of course work per week. It is hoped that all four trainees will use the credits thus acquired toward a master's degree.

them an education which promises to make them outstanding members of the library profession. The experiment, on the other hand, has put a great burden on the instructional staff. The enthusiasm and interest of most of the instructors has enabled them to carry this extra burden without neglecting their regular work. But it is doubtful whether such a program could be made a regular function of the University of Pennsylvania Library without releasing the instructors from some of their library responsibilities. It therefore remains an open question whether the University of Pennsylvania Library should continue such a program. It is noticed with some satisfaction

that revised programs announced by several library schools indicate a trend toward greater emphasis on the theoretical aspect of librarianship and on books. Should this

impression be correct, it may well be argued that there is no longer a valid reason for us to continue our experiment, even though it has been gratifying.

Table 3  
Courses, Academic Year 1948-49

Course	No. of Sessions (1½ Hours Each)		Instructors' Position in Library
	Originally Planned	Actual	
Printing (social economic & related aspects)	13	10	Asst. Librarian, Prep. Div.
Documentation, Pt. 2	28	12	Head, Circulation Dept. Asst. Libr., Prep. Div.
Cataloging, Pt. 2	31	26	Head, Cataloging Dept.
Service, Pt. 2	31	15	Asst. Libr., Service Div. Head, Circulation Dept.
Administration	20	20	Director of Libraries, Asst. to the Director
Reading	20	10	Asst. Libr., Service Div.
Book Trade	13	6	Asst. Libr., Prep. Div.
			Trainee
			Graduate School Instruction
			A English Literature
			B Romance Languages
			C Oriental Studies
			D Russian Language and Literature

## Education for Future Librarians

(Continued from page 102)

of our time—personal relationships in modern society. We no longer trust each other; honesty and frankness are at a premium; faith and confidence have tended to disappear. "*I trust nobody*" increasingly characterizes modern society; the sense of insecurity in human relationships is widespread. Fear haunts us; fear of being double-crossed; fear of being "taken in"; fear of "sticking our necks out"; fear of being victimized by a black marketeer. Fear and lack of faith are partially responsible for the hysteria, prejudice, religious fanaticism and diplomatic chicanery which characterizes the international scene today. Many of us will undoubtedly agree with the contention of Professor Howard Mum-

ford Jones, of Harvard University, that perhaps the most tremendous task before higher education is to seek out means of restoring between human being and human being that calm and confident relationship which our western culture has lost, is losing and will continue to lose until psychologist and physician, sociologist and anthropologist, by combining their studies, can perhaps restore this faith to western man.

The person looking forward to a career as a librarian, who has this basic foundation in general education and on top of it builds the techniques and skills which he must have, is admirably equipped not only for his duties as a librarian but for his role as citizen as well.

# The College Librarian as Classroom Teacher<sup>1</sup>

*Dr. Hirsch is librarian and professor of history, Bard College.*

THE place of the librarian in the realm of scholarship has been a source of frequent concern to the leaders of our profession. About 16 years ago, Dr. Lucy E. Fay, the wise teacher to whom so many college librarians are deeply indebted, gave a memorable paper on the librarian as scholar.<sup>2</sup> Citing the examples of three great scholar-librarians of past centuries, Gabriel Naude, Henry Bradshaw and Justin Winsor, she pleaded for strengthening the solid foundations of general scholarship among librarians. To the case histories which she gave might be added two stories of the twentieth century: those of Archibald C. Coolidge, historian and creator of the Widener Library, and Adolf von Harnack, theologian and reformer of the Prussian State Library; both of whom lent by their singular achievements so much splendor to our profession.<sup>3</sup>

These men dedicated themselves to the development of great research libraries. But also the college library may benefit from personalities who combine the qualifications of the academic teacher with those of the skilled librarian. Eight years ago, Branscomb raised the question in his study,

*Teaching with Books*, of whether or not the librarian should also teach.<sup>4</sup> He pointed then to four examples: the librarians of Pomona and Williams Colleges who were regular members of the departments of political science in their institutions; the librarian of Fisk University (Dr. Carl White, now director of the Columbia University Libraries) who was then also teaching in the department of philosophy; and the librarian of Stephens College who served also as Dean of Instruction. While Branscomb objected to any divided allegiance, he conceded "that where the duties of the library permit, some teaching may be a useful and helpful experience, particularly if it utilizes and keeps alive some special intellectual interest." Branscomb included only a few of the then known significant cases, and in the meantime the number of librarians who are also classroom teachers has increased further. Therefore, it may be justifiable to assess their contribution to our professional work today more in detail than Branscomb cared to do in 1940.

## *What Type of Institutions?*

In what type of institutions are librarians serving as classroom teachers? Very few only are holding such dual positions at large institutions. Library administration in a university or a land-grant college or a huge municipal college has become so complex and so energy-consuming a task that only

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, November 27, 1948.

<sup>2</sup> Fay, Lucy E. "The Librarian as Scholar." *School and Society* 37:511-516, April 22, 1933.

<sup>3</sup> The most colorful picture of Coolidge is presented in Sir Bernard Pares' autobiography *A Wandering Student*, Syracuse, 1948. About Harnack see my article "The Scholar as Librarian," *Library Quarterly* 9:299-320, July 1939.

<sup>4</sup> Branscomb, Harvie. *Teaching with Books*. Chicago, A.L.A., 1940. All quotations below are taken from pages 99-100.



very exceptional personalities could assume the additional burden of giving regular courses in some major subject of the curriculum. The situation is more favorable in the smaller and medium-sized colleges, but at least one of the experts consulted, Alexander Laing of Dartmouth, believes that a combination of functions is feasible also in the larger liberal arts college library. Of course, most of us are sighing heavily about unending professional obligations of one kind or another. But it still seems possible to take over certain teaching responsibilities, if we delegate some of our library tasks to competent associates. This has been proved at a fair number of institutions in various parts of the country.

For my statement I do not rely only on my own experience at Bard College over a dozen years, but I have had also the benefit of very extensive and frank comments from Dr. Evelyn Steel Little, librarian, professor of comparative literature and dean of the faculty at Mills College; Dr. Dean P. Lockwood, librarian *emeritus* and professor of Latin at Haverford College (whose excellent library was built up over a period of seventy years by two outstanding teacher-librarians, Dr. Lockwood himself and his predecessor Allen Thomas); furthermore from Dr. Robert W. McEwen, former librarian and professor of religion and philosophy at Carleton College, former president of Blackburn and, since February 1949, president of Hamilton College; and Dr. B. Lamar Johnson, librarian and dean of instruction at Stephens College, the only junior college in this group.

Other interesting combinations about which information was received are the following. Dr. Philip M. Benjamin serves as librarian and professor of English literature at Allegheny College; he teaches, e.g., courses on Shakespeare and on the modern novel which are helpful also from

the library angle. Newton F. McKeon is librarian and professor of English at Amherst College; while he is at the moment too busy in the library and on leave from his teaching duties, he has carried a considerable instructional load at times and also served one term as acting dean. Alexander Laing at Dartmouth combines his job as assistant librarian with heavy classroom obligations; he gives courses on the Great Issues and the humanities. John H. Berthel, librarian of Columbia College, participated in teaching the course on contemporary civilization for a number of years. Edward G. Hartmann has recently been appointed director of libraries and assistant professor of history at Suffolk University. All of them essentially agree with Mrs. Little who wrote me: "Like you, I believe in the usefulness of combined administrative and teaching functions for the college librarian, in spite of the danger of killing off the individual."

#### *Thoughts of a Faculty Member*

Before I describe more in detail what the teaching librarians themselves think about their opportunities and achievements, I wish to present the opinion of an unbiased observer. I asked Ruth Gillard, a graduate of Mills College, a former assistant professor of sociology at her alma mater, who is serving now in the same capacity at Bard, to give me from her full knowledge especially of Mrs. Little's work, a frank appraisal of the teaching librarians from the point of view of a sociologist. She believes that "when the librarian is a teaching member of the faculty, his colleagues know that he has the same approach to the use of the library that they have. They know that lists of reserve books receive attention, not simply as a part of library procedure, but as essential working materials needed by students. They know that requests for

magazines will be viewed not just through the jaundiced eye of the budget or the collector's eye for possessing imposing scholarly collections, but again from the angle of a practicing fellow-teacher who is acquainted at first hand with the education of students." Miss Gillard goes on to state that "the teacher-librarian understands the book needs of the faculty not only from their point of view, but also from the students' who approach him as a teacher in their requests for assistance." Of Mrs. Little in particular she says that "my working materials were increased by a person aware of my teaching needs. We met in the everyday course of events; the problem of getting books for the library was not set off in a niche to be attended to at an appointed time in an appointed place: it became part of the discussion of teaching in general."

Miss Gillard concludes her reflections on the libraries at Mills and Bard: "All in all, it seems to me that the library becomes a more integral part of the teaching situation when it is directed by a person who is himself a teacher. His experience, his relationship with other teachers, with educational materials and situations, with students, cannot help but have a positive effect upon the library."

#### *Knowing the "Consumer"*

Miss Gillard's observations contain many points to which the teaching librarians themselves would heartily agree. First, there is the personal element. Mrs. Little, for instance, feels that "one of the great advantages of the classroom teaching is that it gives a better appreciation of the library needs both of student and faculty. One sees the problem from the other side of the fence, and this experience is a very wholesome brake on restrictive regulations." Any teaching librarian will indeed try to operate with a minimum of rules. He will put the

justifiable claims of the individual reader above most other considerations, for he can well visualize the adverse effect that inflexible rigidity may have on the enthusiasm and the accomplishment of a young student. In many ways, the intimate contact with students which the librarian may gain from teaching is his highest reward. Working daily in classes and conferences with young people of varying backgrounds and abilities gives the librarian a better appreciation of the "consumer's" point of view.

May I speak here from my own experience. Due to the increasing popularity of history as an academic subject, I have this term one fifth of our student body in my courses and tutorials. They freely consult me not only about their readings in history, but also in other fields. It is hard to say where the teaching ends and the library work begins. By trying to stimulate this one fifth to make the fullest and most intelligent use of the library resources, I am able to exert a fairly strong influence on a large sector of our reading community. Most of the students, whom I had in my courses during the preceding years, also have remained good friends of the library, and they feel free to drop in my office informally for continued advice. As the years go by, I place less and less stock in drawing undergraduates by complicated displays and other artificial means into the library building, but trust more in the effectiveness of this friendly guidance.

#### *Relations with the Faculty*

As to the faculty, the librarian who also teaches can appreciate the needs of his fellow teachers more easily than the librarian who never had the classroom experience. The teaching librarian will have more sympathy with their book requests and their personal research interests. On the other hand, the fact that he has faced

the same instructional problems as other faculty members do, gives the librarian more standing in the academic community. President McEwen is certainly correct in saying<sup>5</sup> that "any complete acceptance of college librarians as full colleagues must await proof that the librarians are genuine participants" in the shared interests of the faculty in teaching and research. While the teaching librarian is unendingly learning in his instructional contacts with the faculty, he has at the same time a wonderful opportunity to do a public relations job for the library. Seemingly by accident, he talks with his faculty colleagues about library problems, be it at divisional or departmental meetings, in various committees to which he is elected because of his academic standing, or at gatherings of the whole faculty. His being also a teacher gives him many additional occasions to interpret the library to the faculty. Therefore, if local conditions permit such a revolutionary move, he may be able to dispense with having a separate library committee, because his faculty colleagues will have inherent confidence in his policy and he in turn will shape his actions to be most beneficial to their academic work and will solicit their advice frequently, but informally.

The classroom experience is also an asset to the librarian in developing the library collections. The teaching librarian, if he is a broadminded scholar and avoids partiality for his own academic subject as far as humanly possible, is well-suited to build up the book collection as a strong tool of the educational program. With President McEwen he will be always aware of the truth, that the college library has "properly no objectives of its own, rather it serves the objectives of the institution of which it is a part. Its book collection ought to reflect

the institution's academic and curricular objectives." These objectives and the particular methods used in reaching them are familiar to the teaching librarian not just from reading the college catalog and from theoretical discussions, but from his daily working experience. After some years of teaching, he will have built up an almost instinctive knowledge of what kinds of materials faculty members and students in his particular institution may need. As a rule, he will avoid the costly purchase of inconsequential niceties and will center his efforts on the acquisition of those materials for which he can envision future users at the moment when he sends out his orders.

The teaching librarian will give strong support to those faculty members who know how to make full use of the library resources. He will tactfully fill the gaps left by those of his teaching colleagues who are not quite aware of the general literature in their fields while they are excellent experts on some specific subjects. Occasionally, he may buy some books needed primarily for the research purposes of an instructor, knowing full well that eventually a sizeable number of students will benefit from the results of his research and that perhaps some juniors or seniors may be tempted later to use them to some extent. The addition of new magazine subscriptions and the building up of periodical sets will also be scrutinized with the teaching aims of the institution foremost in the librarian's mind. He will go out of his way to help seniors engaged in preparing a thesis or project on some highly specialized topic, and he will know pretty well what books ought to be bought to kindle in freshmen the tender flame of their desire for learning.

#### *The Librarian as Dean*

A word may be said here also about the relations between the teaching librarian and

<sup>5</sup> McEwen, Robert W. "The Status of College Librarians." *College and Research Libraries* 3:256-261, June 1942.

the college administration. It seems to me that he is in a stronger position than other librarians when it comes to dealings with his authorities. College presidents may be more inclined to trust his judgment and to accept his claims (usually claims for more money), if they know that he enjoys the full confidence of his teaching colleagues and speaks also from classroom experience.

In two institutions, Mills and Stephens, librarians have risen to the rank of academic deans. I am not sure that this combination would be generally desirable, for the librarian should aim in principle at being a close colleague, but not the superior of the teaching faculty. However, in these two exceptional cases, Mills and Stephens, the combination has proved to be highly effective. Mrs. Little believes that her present position as dean of the faculty is of benefit to the library although it absorbs the greater part of her time. "The gain," she writes, "is perhaps intangible, but the very fact that I am in charge of the instructional program puts the library and its needs at the forefront of that problem." It also adds to the prestige of the library and its staff and gives her a chance to see to it that the library is never overlooked in general college policies or in budgetary matters. Dr. B. Lamar Johnson feels likewise, that this "dual position of dean of instruction and librarian has been of inestimable value in our efforts to make the library an integral part of the teaching." From time to time, he teaches also regular college courses, since he believes that for both of his jobs he needs the contact with classroom problems and situations. At Stephens other library staff members, too, are teaching courses in academic subjects in which they are appropriately equipped.<sup>6</sup>

<sup>6</sup> See Johnson, B. Lamar and Lindstrom, Eloise, eds. *The Librarian and the Teacher in General Education: a Report on Library-Instructional Activities at Stephens College*. Chicago, A.L.A., 1948.

### *Conditions of Success*

The combination of teaching with library administration will be successful only in those institutions which meet a number of conditions. First of all, the appointment should not be made primarily to save money.<sup>7</sup> If the librarian is to teach, he needs at his side an assistant or associate librarian who is able to supervise much of the current library routine independently in the right spirit. The librarians of Mills, Haverford and Bard agree on the paramount importance of this point. Dr. Lockwood states the case clearly: "If a far-seeing scholar has charge of a department of instruction in the college and, at the same time, is in command of the library, he *must* have a technical assistant of imagination and creative ability. It is possible that one man might do everything, but not probable. The essential point is that a person of proven ability in pure scholarship be in the commanding position and run the show, rather than the other way around."

Secondly, care should be taken that the teaching load for the librarian does not become excessive. Dr. Lockwood at Haverford carried for 25 years a full teaching schedule of 9 to 15 hours a week in addition to his library job. He says in retrospect: "In the beginning it was not so bad, but as the years went on, it became very unsatisfactory." From my own experience I am inclined to agree with him. Through nobody's fault, my own instructional obligations have constantly grown till they have frequently exceeded those of full-time teachers at Bard, but I feel that I am not

<sup>7</sup> Raymond M. Hughes, former president of Iowa State College, says, however, in his *Manual for Trustees of Colleges and Universities*, second edition, Ames 1945, p. 109: "The librarian in a college, if fully competent, should be of the rank of a full professor. Usually, if it is impossible to pay the librarian a full professor's salary, it is wise either to arrange to secure a librarian who can teach part time, or to appoint as librarian a full professor who does teach but who would be most able properly to supervise the library, and give him trained librarians as assistants."



as robust as Dr. Lockwood and will have to cut down on them before long. At one salary, nobody should be obliged to hold two full-time jobs, but some kind of a genuine 50-50 proposition should be developed, in the best interest of the institution. The teaching librarian has a right to claim some leisure for the pursuit of his scholarly research and writing interests. The library will inevitably profit from such endeavors. "Active participation in research and publication," says Dr. Lockwood, "gives him a feeling for books and an ability in estimating their worth that can be acquired in no other way. He can set standards for all departments."

#### *What Kind of Training?*

Thirdly, not everybody who holds a Ph.D. degree and has had some teaching experience, will make an effective teacher-librarian. A narrow specialist who wrote a thorough thesis on a not very significant subject, is not the person to look for, nor should we forget Branscomb's warning: "It is obvious that this is not the place for the broken-down or ineffective teacher." Only an active scholar with a wide view of higher learning, a man or a woman who combines enthusiasm for teaching with a full understanding of library administration, will meet the need. You may say that it is hard to find people who have all these qualifications. This may be true today, but should we, therefore, give up hope for tomorrow? Instead of taking a defeatist attitude, we should make every possible effort to attract this type of scholarly person to our profession. The revolution in the curricula of the leading library schools may be of immeasurable help in this respect.

A master's degree in library science, as it is now offered, *plus* graduate training in a major academic subject, will be the best way in which to prepare for the dual career

of a teaching librarian. It is not decisive that the graduate study has been pursued up to the acquisition of the Ph.D. In many cases, a master's degree from a good graduate school will suffice, certainly for the beginning. Emphasis should be, to quote once more from President McEwen's letter, on securing for college library staffs more "men and women who are themselves educators in some real sense, who are in college library work not because they are librarians, but because it is the library part of the college program which particularly appeals to them."

#### *Staff Members May Also Teach*

This description would not be limited necessarily to head librarians, but could and should fit also many assistant librarians, department heads, reference assistants, etc. There would be no harm done if various qualified professional members of the library staff would engage regularly in some formal teaching. How much richer would their career be, if staff members could develop a variety of talents instead of being tied to one line of library work which inevitably contains so much routine drudgery. This would probably result in fuller human satisfaction, better salaries, and certainly in a higher social rating of the library staff in the college community. The last point is not unimportant. We talk so much about the faculty status for the professional members of the library staff. Of course, this faculty status is desirable. But we will be entitled to claim it only for those people who have faculty *qualities*. It is not enough to be a fine specialist in some line of library work. If staff members want to participate intelligently in the councils of the faculty, they have to have the same scholarly foundation and the same educational outlook as the rest of the faculty is

*(Continued on page 128)*



By HELEN M. BROWN

## The Librarian as Teacher in the College Library<sup>1</sup>

*Miss Brown is librarian, Skidmore College.*

IN THE instruction of students in the use of the library the librarian becomes himself a teacher and realizes his direct contribution to the educational program of the college.

There are two inherent difficulties in giving such instruction to freshmen. The greatest difficulty is that the subject is not in itself fascinating, like the plays of Tennessee Williams or the burial customs of the Samoans. The ability to use the library is a tool which is appreciated only when the need for it has been felt. The second difficulty lies in the widely varying library backgrounds found among new college students. Great as have been the strides made in library facilities at the elementary and high school levels, many students still enter college with perhaps only the ability to make partial use of the library card catalog. For these two reasons, no instruction can be so successful as the individual guidance given at the reference desk to the student who comes voluntarily seeking help. The library in the college with a small enrollment, which can handle the instruction of entering freshmen on an individual basis, is indeed fortunate. However, many college libraries prefer to give freshman instruction on a group basis, partly to prevent an excessive burden on the reference staff, and partly because they fear some new

students may be in ignorance of their own lack of library knowledge.

This group instruction of new students may be given in one of several ways: in connection with an academic course, as part of an orientation program or course, or as a separately scheduled library project. Instruction in connection with an academic course calls for a course which is required of all new students and for which library materials furnish the tools. An examination of a representative group of college catalogs reveals that many institutions require of first year students a course designed to increase their facility in reading, understanding, writing and speaking the English language. These courses may be listed quite simply as composition, or English, or in the more modern parlance, as communication. The latest Barnard College *Announcement* rather happily sums up the evident general purpose of these courses:

"The College believes that every student should be able to speak and write good English, and that her mind should be trained to think straight, weigh facts, and seek the truth. Such abilities may be developed in many courses and activities, but specifically the Faculty requires English A as helpful toward this end."

Courses of this type, where they exist, provide an ideal opportunity for library-faculty cooperation in teaching the use of the library. The classroom work, with its emphasis upon themes, shows the student his need for the instruction and provides

<sup>1</sup> Paper presented at the Conference of Eastern College librarians, Columbia University, Nov. 27, 1948.

him with opportunity to put into practice what he learns. The instructor in the course usually plans to bring his class to the library for an hour or two of instruction during regular class periods. We have found that the presence of the classroom instructor, who may enter into discussion with the librarian and who may stay for a few minutes after the formal instruction period to help answer students' questions, aids in establishing rapport. Some of the instructors give follow-up problems which will help fix in the students' minds the important points covered by the library lecture.

In some institutions students may secure exemption from these courses in composition, or English, or communication, by passing an exemption examination. The library then has a choice of giving library instruction as a separate library project to all the students exempted, or of conducting a library test to determine whether some of the entering students may be excused. It is evident that in case the library chooses to administer such a test, it should be given to the entire group of first year students, since proficiency in understanding and writing English does not necessarily indicate proficiency in the use of the library. Some interesting studies of the degree of correlation between the two skills might certainly be made in various colleges, however. Libraries reporting success in the use of these tests have usually made or adapted them to their own particular situation.

The content of freshman instruction in the use of the library and consequently, the material covered in tests of library knowledge, includes the same minimum or core in almost every situation. This minimum is the use of the card catalog as the index to the book material in the library and the key to its location in the stacks, and the use of periodical indexes. To this mini-

mum, we recommend the addition of the use of the *Essay and General Literature Index* as the guide to material in parts of books. Each library will add to this basic instruction according to the needs most frequently shown by freshman students in the particular college. The teachers of first-year courses and the library service-desk personnel, who meet freshman problems repeatedly, should be asked for suggestions of material to be included in the library instruction. As a starting point for freshman themes the general encyclopedias and the standard English and American biographical dictionaries are frequently included. The value of including any special subject tool is doubtful unless it can be linked immediately to the student's daily experience or to his work in an academic course.

The timing of the instruction is important. Early in the academic year we have to compete with the pressure of many activities and new impressions, and often with homesickness. Yet instruction must be given early if the library staff is not to be unduly burdened with individual guidance. After several weeks, on the other hand, the need for instruction becomes more apparent to the student.

At Skidmore we have arrived at what we think is a happy compromise. Two hours of instruction are given to each section of the freshman English classes. This compromise is the result of a trial last year when some of the entering students were given both hours of instruction in the first week of the semester, and others were given only one hour's teaching in the first week, including the use of the card catalogue, the *Essay Index*, the standard biographical dictionaries and the general encyclopedias. The students in the second group were given their hour's instruction in the periodical indexes in the fourth

week, just before they started work on their term papers. We found that the students in the first group, faced with writing papers, were returning in droves to our service desk to be shown over again how to use the periodical indexes. Now the first hour's instruction, which is given to all freshmen early in the second week of the fall semester, includes the use of the card catalog, the *Essay and General Literature Index*, the general encyclopedias and the standard biographical dictionaries. The second hour's instruction, in the use of periodical indexes, is given to each section of the class just as it begins work on the term paper. This practice has met with noticeably greater success. Since the work of the classes has been planned so that the sections begin work on the paper in successive weeks, the library instruction periods have been spread out and the weekly teaching load on the library staff lessened.

Some college library staffs give formal credit courses to students in the use of the library, the courses continuing in most cases throughout one semester or term. In the past these courses have usually consisted of lectures covering the use of library tools, beginning with the general group and then continuing through the major subject fields.

Now we are coming to recognize that such courses are basically unsatisfactory in that they force students to study subject bibliography for which they have no immediate need, and in the use of which they will have no early practice. Various attempts to offset the difficulties inherent in such instruction may be traced through current college catalogs. One modification is the placing of more emphasis on the history of books and libraries, thus giving the course substance and dignity in its own right. Other courses stress the sources of information on present day problems; some give more attention to the method of

working and permit the student to concentrate on an independent project, frequently a bibliography to support a paper in another course.

I think you may be interested, in this connection, in a recent decision we have made at Skidmore. We have been offering a one-semester, one-credit course known as Bibliography 301, open to juniors and seniors with the permission of the instructor. This permission clause has given us the opportunity to ask each student, before enrolling her in the course, why she wanted to take it. Several impressive reasons have been offered, but only one student had the innate honesty, or courage, to admit to me that it was the only one point credit course that fitted her schedule. Of the 18 students who attended classes during two years at Skidmore, it appears that only seven English majors and six chemistry majors had sufficient motive for electing the course. The other students, who obviously had needed one credit to round out their programs, were correlating the work of the course with work in art, physical science or philosophy courses.

Each student showed interest in, and was ready to profit by, several classes during the semester: the hours during which we discussed the theoretical aspects of bibliography, the card catalog, general aids and government documents, and the classes which covered particular fields in which the student was studying. However, each was forced to spend several hours considering groups of tools in which she had no interest. This seems to me a great waste of time for both students and instructor.

With the concurrence of the Curriculum Committee, which is yet to be consulted, we are planning to drop this course and offer instead to extend our teaching of class groups in the bibliography of their subject. Members of the chemistry department,

upon being approached for their reactions to the proposal, proved so responsive that they are planning to include the literature of chemistry in the department seminar, the bibliography to be taught jointly by a member of the department and the librarian.

Members of the English department, also approached as being the other group chiefly concerned in the change, have replied favorably. This year we met informally with a group of students from the English seminar for a discussion of the tools of special importance to them in the preparation of their papers, but the time allowed was too short and attendance voluntary. The staff had to follow up with hours of individual instruction. Next year, we shall meet the students during regular class periods. We are already following this plan successfully with the history seminar.

We are going on the theory that it is better to spend our time in teaching the use of subject tools to class groups who will have immediate use for them, than in giving more extensive instruction to the few students who elect Bibliography 301 and have no practical use for about half the course.

In making our plans to drop the course rather than to transform it into another type of course, we have been influenced by the college curriculum and by the size of our staff. Much as we should enjoy giving a two or three credit course combining the historical background of printed sources of knowledge with a survey of the basic general and subject bibliography, we think there is little place for it in our college program which encourages the combination of vocational with liberal arts courses. The college believes that a girl may take a generous amount of work in any of the vocational departments of the

college and still be eligible for the Bachelor of Arts degree and conversely, "that the physical education teacher, the nurse, the dietitian, or the commercial artist, is a better professional woman and a better citizen if at least half of her college course is made up of the familiar liberal subjects." Such a philosophy in practice leaves little room in any student's program for non-essentials.

Our second consideration is that our comparatively small staff must spend available instruction time in the way which will most benefit the greatest number of our students.

This teaching of students in class groups involves preliminary discussion with the instructor regarding material to be covered and regarding individual projects of the students in the class. It is essential that the library staff not only understand the plan of the course, but be kept informed of assignments involving special use of library materials. The library should maintain, as a matter of routine, complete files of class outlines, reading lists, and assignment sheets.

Unquestionably it is the informal teaching of individual students by the reference staff which meets with the greatest measure of success, because the instruction is given in answer to a specific personal need that has just been felt.

The peculiar contribution of this individual teaching done by the reference librarian is his part in helping students to clarify their problems and to go logically about solving them. The member of our staff in charge of readers' service said to me the other day, when we were discussing this point, "Whose responsibility is it to help these girls think through their problems?" Perhaps the responsibility lies largely with the classroom instructor, but he certainly shares it with the library reference



staff. Some students, confused in defining their projects, will seek a conference with their instructor; others will go directly to the library requesting information as to where to find material on a startlingly broad subject or on a fuzzily defined subject. In dealing with these students, it is essential that the reference librarian acknowledge, accept and enjoy his own role of teacher; it is essential that he refuse to state the problem for the student, but that by patient, tactful and understanding questioning he lead the student to think it through for himself.

The teaching activity of the reference staff will always reflect the educational program of the college. Institutions which emphasize the type of instruction in which students work out individual problems of interest to them will naturally provide to the library staff the greatest instructional opportunities.

It is important that library staff members continue to regard themselves as teachers in their relations with their student assistants. The full educational possibilities in student assistantships will be realized only when the staff supervisors take pains to assign jobs so far as possible in accordance with the students' interests. They should also interpret to them the place of necessary routine jobs in the work of the library as a whole, and finally insist on a satisfactory standard of performance.

There will always be two limitations to the educational potentialities of student library jobs. The primary purpose in employing student assistants is to get the work of the library done. Since students are for the most part untrained, short-term help, many of them must be assigned to routine work. The second limitation is the degree of receptivity and imagination of the student himself, which will govern the extent to which he will profit by the educa-

tional possibilities of his job. A Skidmore student shelving just three hours and twenty minutes a week was assigned to reading shelves in the section where the books in her major field of interest were located. She emerged from the first week's work in a glow because she was finding out about books which she did not know existed. Another student would make dull routine of the same job. Let us not forget that education is a two-way process!

Student assistantships of educational value will fall roughly into four classifications. First are jobs in which the student works in the subject field of his interest or has the opportunity to practice what he has learned in the classroom. In this category are assistantships in divisional or departmental reading rooms, poster making, checking orders for foreign language books, etc. In a second group are positions which open up to the student a new field of knowledge. Examples of this class are the acquisitions department job which gives the student assistant an introduction to the book trade, or work in the mechanical preparation of books which involves an understanding of book construction and may lead a student, on suggestion from his supervisor, to read McMurtrie's *The Book* or a similar title. Then there are jobs through which students may increase their knowledge of present day problems and of the sources of information on them. Work on exhibits is particularly fruitful in this respect. A student assistant in the Skidmore Library looks up material for the exhibit which is maintained in connection with our weekly Open Forum radio program on vital issues of the day. The exhibit is supposed to present authoritative material, in not-too-lengthy form, which will provide background information for intelligent audience participation. Part of

*(Continued on page 150)*



## The College Library in the Curriculum<sup>1</sup>

*Mr. Laing is director, Public Affairs Laboratory, and assistant librarian, Dartmouth College.*

IT USED to be only Fremont Rider, but lately biologists and other peripheral people have been darting into the library world crying disaster if we don't do something about our geometrical tendency to bulge. These well-meant warnings have had little effect. Keyes Metcalf, in a recent number of the enviable *Harvard Library Bulletin*, said that university libraries should probably be held to 10 per cent of the total institutional budget. He did not say just how it was to be done. Since I work for a library which has been bumping that mystically perceived sonic barrier, and which in one recent year broke through it, I feel a proper concern. The relationship of a library and a curriculum is somewhat conditioned by size and cost, and I think we should first look at those aspects.

When the more philosophical approaches to a problem are too wearing, one recourse is to get out some graph paper and colored pencils, and analyze the true facts. I have fallen back upon this procedure, and am as surprised as you are to be able to report that it has helped somewhat.

The basic situation is familiar to all of us. We have, in any academic library, something akin to an atomic pile. Once

it is set going, it can be controlled only with difficulty and cannot be stopped. Its by-products are dangerous, and some of them have a half life of a thousand years. We are familiar with the symptoms which add up to this effect, such as the serial sets which it is agonizing to discontinue, even when the last interested emeritus professor has departed.

When enough graphs had been drawn the truth began to dawn. An academic library, as a well-functioning technical enterprise, cannot be expected to control its growth. Please note the qualification "a well-functioning *technical* enterprise." The factors that might constrain the uninhibited growth of the library are both environmental and internal. In the case of the general academic library considerations are humanistic rather than technical. What, then, are the conditions that will produce the perfect library and stimulate its perfect use? My Socratic Dæmon promptly asks, "Perfect to whom, for what?" That makes things easier: perfect in the liberal arts college, as a teaching instrument.

Turning now to a concrete instance, I am going to make what may seem an unseemly boast. The academic library for which I work (Dartmouth College) is about as good as they come. If I concentrate upon its defects it should be clear that they are the shortcomings of a very good library which is capable of improved application. This example is not "average." Rather it is oversize. But I think it

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 27, 1948.

can properly be called "typical" because it exemplifies the virtues and faults of other academic libraries which I have used. To its credit it has a well-balanced book stock; spaciousness and comfort for the users of its 700,000 volumes; friendly service; and an open stack. Its inadequacies center in its specialized functions—reference, documents, periodicals, ephemera—and in its programs of instruction and coordination. None of this is said in criticism of present personnel. There are not enough people on the library staff to do what needs to be done, and the orthodox teachers seem to be loaded up with their own work.

I have already made a left-handed confession that we have not been able to do very much to get the library into our curriculum. I am chiefly concerned here with an analysis of why that is true. From the standpoints of personnel and cooperation, Dartmouth College Library is not so badly off as many others. For three years we have had an educational office in the library with a staff of one and a half, and we have the good will of our faculty in what we are trying to do.

#### *Reasons for Difficulty*

What, then, causes our difficulty? One basic reason involves the kind of library we have become.

Picture for yourself an Atlantic map of the library world, north and south magnetic poles describing the extreme distinction between the general and special library, while the American and British political poles indicate the difference between a free enterprise and a planned economy of library use. It then becomes the task of each of us to locate his library in terms of its distance from each of these four points of reference, and to decide objectively whether it is really turning up

where it belongs. The comprehensive general collection, its growth determined largely in response to external pressures, will come somewhere on the line between the north pole and the free enterprise pole.

Those, as a matter of fact, are the polar tensions which have produced most academic libraries. You recall Branscomb's remark about book selection. The "needs are too likely to be determined by the persistence and vigor with which the various individuals press their claims. The meek are not likely to inherit the college book funds." Our services also have expanded, one by one, because somebody was insistent enough and the funds were somehow found. The academic librarian has had to content himself with being a judicious coordinator of other people's urges, getting his back up occasionally but having little scope for far-sighted planning. He has built, and has had pride in, the *service* institution. It has been his particular, self-abnegating virtue to find ways of giving other people what they want. Serving many masters, he has had difficulty in being true to himself.

This system has produced good libraries, but the nature of their goodness changes. When the library serves an undergraduate institution the factor of increasing size increasingly offsets its virtues. It becomes better and better for the teacher and the graduate student, but worse and worse for the undergraduate. Our accessions records indicate that there was a time, not long ago, when we had seven works relating to Bolívar, three of them biographies in English. If these were well chosen for their day, the browsing undergraduate would have had no difficulty in selecting the one best suited to his use. Today, in our stacks, the undergraduate is confronted by 83 works relating to Bolívar. Even when we narrow them down to the 13 recent biographies in English, the chance that the aver-

age student will choose the one which best fulfills his need is pretty slim. Mere size has largely offset the advantage of an open stack, and has created a reference problem.

The adviser is also in trouble. When there are more choices it becomes his duty to know more about the field, as well as to be more particular about the nature of the need. In good conscience he cannot behave as if the additional volumes did not exist.

In the organic and almost automatic growth of an academic library, the number and variety of advisory specialists ideally should multiply faster than the book stock. This never happens. Reverting briefly, my useful graphs show what actually has happened in the case of one academic library.

The invoice cost of books added to the Dartmouth College Library 25 to 30 years ago, just about balanced all other expenses.

Then came the miracles of three gifts of a million dollars each—one for a new building, a second for books, and a third for services. There could hardly be a handier situation for the statistical analyst. Those of you who have smaller libraries may think that this is an unreal situation. If so, remember what Don Marquis' ant said to the great pyramid: "Just you wait." If you are sufficiently flabbergasted by this case study, you may save yourselves trouble later. As we are now, so you must be.

We had modest book funds before the million dollar one arrived, but very little book money has come in since. As a result the amount available for books has hardly altered in the last two decades. More was actually spent in the first decade than in the second. The invoice cost of books, year after year, has been around \$60,000. That is fortunate statistically, because it provides a steady factor against which to test all other costs. The following percentages are five-year averages. They are precise to the nearest whole digit.

During our first half-decade in a modern

building, 15 to 20 years ago, the purchase price of books and bindings accounted for exactly 40 per cent of our total expenditures.

Ten to fifteen years ago, these costs were 36 per cent.

Five to ten years ago, they had dropped to 30 per cent.

Last year the ratio was 25 per cent for books and bindings, 75 per cent for all other costs.

This has *not* been Fremont Rider's geometrical growth of book stock. The number of volumes added each year has shown a *downward* trend. It is therefore all the more important to note what the effect of this growth has been upon the costs and problems of maintenance and use.

We have a yearly income of around \$40,000 (from a fund that is all our own) to help in meeting these other costs, but its availability, as a second statistical constant, dramatically sharpens the residual deficit met from the general funds of the College. This subsidy has just about tripled, from a low of \$52,000 in 1934 to a high of \$150,000 in 1948.

To check it another way, our maintenance fund paid 43 per cent of our operating costs in 1931. Last year it accounted for only 21 per cent.

These dismal statistics show that the continuance of sound technological services of acquisition and maintenance, even when acquisitions hold to an arithmetical curve, tends to produce something suspiciously like a geometrical increase in all of the other costs that grow out of the use of a book fund. Estimating subjectively, I would guess that our present undergraduates are no better served—by a much larger staff and book stock—than were those of twenty years ago. The reference librarian has two assistants instead of one. There is a half-time cartographer, with one full-time assistant. Except for these additions, all our

added personnel cost has gone into work done behind the scenes.

Meanwhile our friendly general library has become for the undergraduate a difficult special library—a special library no longer especially for him. Time alone turns everyday popular books into a research collection. Twenty years ago, at a guess, 10 per cent of our book stock constituted a general undergraduate collection. (That would have corresponded to Branscomb's *maximum* quantity for the purpose.) Now, by the same calculation, the general undergraduate collection represents  $3\frac{1}{2}$  per cent of the total. The undergraduate's  $3\frac{1}{2}$  per cent of our books are all the more widely dispersed in what has become a special library for teachers.

What is a librarian to do under such circumstances? Are not the throes which grip so many of us a subconscious recognition that our "general" academic libraries, as they grow, are no longer really general in the original sense? I think so. And I think it accounts for our hankering to participate in the shaping of a curriculum which can really make these resources meaningful. The first great phase of library endeavor in this country has been largely fulfilled, and in its large fulfillment it has created a new problem at least as difficult. Our triumphant technologies of recording and maintenance have forced upon us the need for a wiser philosophy of use. In our many separate ways we have been working at this problem but we are still just at the beginning of it. It takes personnel. I have given the actual facts of one concrete situation, in a very good library, because these facts lead straight to the middle of the librarian's great problem: *Where is the personnel, this kind of personnel, coming from?*

Face it yourselves. It is your basic duty to see to it that your book funds are spent wisely, otherwise your library will cease to

live and will become a museum. The books you buy must be properly recorded and kept, otherwise their acquisition has been futile. Minimum services must be maintained for those who know what they want. Even to do these things most of you have to go year after year, to the sources controlling your funds, for more and more money.

The final item, the creative philosophy of use has been in most cases the *last* charge against everything but our consciences. If there is agony in the catalog room, which is six months or a year behind, and if the reference department is overworked, do you fight first for another cataloger or another reference assistant?

The trouble is that the librarian in most institutions is regarded as a partial incompetent. He has a pretty wide leeway to buy, record, and store books. The problem of keeping these books *useful* is his; the problem of keeping them *in use* is a teaching problem, which is baffling because nobody knows where the responsibility for it really lies.

At this point I am going merely to cite, without supporting data, a conviction based upon several diligent years of trying "to get the teacher into the library," and to help him to make a full and rewarding use of our collections. The wider kind of librarianship here indicated *should* get its recruits from the teaching profession but I have had to conclude that it is not likely to do so. This wider librarianship involves all of the known services that acquaint the user with the resources relating to his need, and with the means that call for the least expenditure of effort in using them.

To college administrators these services seem to be the librarian's concern, yet they involve the act of teaching which is the dean's responsibility. The typical results are an inadequately staffed reference department and a series of noble or ignoble



efforts to dragoon the faculty into a more creative view of "teaching with books." What is needed is full responsibility on one of these sides or the other. Knowing teachers, and having tried off and on to be one, I think the responsibility had better be on the librarian's side.

### *Responsibility for Use*

How is this to be done? The first move is to build a philosophy of librarianship which accepts full responsibility for creating a level of *use* adequate to justify all the loving care that goes into acquisition and maintenance. This "third force," to swipe a political image, should not be the marginal "maybe" of our endeavor—but it will continue to be the marginal "maybe" until librarians have made it clear to their presidents and trustees that they are willing to accept full responsibility for the over-all expenditure which the building, maintaining, and *use* of book stock imply. If we continue to feel entirely responsible for behind-the-scenes technology, and less responsible about other services, we shall evade a problem that we ourselves, in our technological pride, create. We shall deserve to be called "mere" technicians.

A librarian aware of his responsibility, and knowing what was expected of him, could take a budget of any size and apportion it between the three factors: acqui-

sition, maintenance, and use. He would not slight the third. If his book funds automatically demanded more staff than a proportional budget would allow, he could change his buying habits in accordance with local needs—buying perhaps more rarities, or more duplicates—whatever would most intelligently increase the utility of all his resources and lower behind-the-scenes costs.

As matters now are developing, the academic library is tending toward the sad, hypothetical situation of an airline which spends half of its resources for excellent planes, and the other half for superlative airports and upkeep facilities, and has nothing left to pay the pilots.

The program for which I have been arguing calls for a basic reorientation of our concept of the academic librarian. Surely we should not underrate the magnificent work of those who have raised librarianship from a triumph of memory over muddle to a conceptual technology of good order. Technologists become "mere," not in honoring their science to the full, but in forgetting that at best it is a perfect means toward a wise end. All the perfection of means can be futile, or evil, if the end is ill-perceived. Wisdom of final purpose should not be sacrificed to mere technology, when the two conflict. It is my hope that very few of you are content to regard yourselves as "mere."

## The College Librarian as Classroom Teacher

*(Continued from page 118)*

expected to have. Any claim for faculty status which is only a craving for privileges and is not based on such equality in the essential qualifications, is unreasonable.

In conclusion, I would like to say that I do not share Harvie Branscomb's fear, that a potentially excellent librarian might dissipate his interests and energies by as-

suming larger teaching functions. I believe that the cases of Haverford, Mills, Carleton, Allegheny, Stephens, various others, and, I hope, also Bard, demonstrate that both the library and the academic community gain when the librarian becomes a part of the teaching faculty, bridging the gap between the library and classroom.



By MORRIS A. GELFAND

# The College Librarian in the Academic Community<sup>1</sup>

*Mr. Gelfand is librarian, Queens College.*

THE position of the college librarian in the academic community can be clearly defined if there is real understanding and genuine acceptance by college administrators, classroom teachers and librarians, of the aims and purposes of the college. An understanding of the educational role of the library, as an instructional department whose main purpose is to further these aims and purposes, is also important.

As an educational agency of the college, the library complements and supplements the work of the teacher in the classroom by serving as a center for some of the most important materials of instruction. In the selection and organization of these materials the library staff works closely with its colleagues in the classrooms and acquaints itself thoroughly with the curriculum. Further, through its professional personnel, the library offers personal services in the form of guidance, counsel, and instruction, which, when fully utilized, occupy an important place in the education of the student and perhaps in the educational development of faculty colleagues as well.

If it is agreed that the primary purpose of the college library is to further the educational program of the college and that the duties of the librarian and the professional members of his staff are basically

instructional in nature (or should be), it should follow that the librarian and those of his staff who are qualified to perform their individual roles as professional librarians should have the status of members of the instructional<sup>2</sup> staff of the college.

The instructional character of librarians' duties and their educational preparation has been recognized in the status accorded librarians in a number of well known colleges and universities. At the University of Illinois, in 1944, the professional staff was removed from civil service and granted academic status.<sup>3</sup> Academic titles such as instructor or assistant professor are given to all professional positions (although such titles are actually employed only by staff members who teach) and salary scales now correspond with those of the teaching staff. At Stephens College, Columbia, Mo., all professional members of the library staff are regarded as faculty and the chief librarian is also Dean of Instruction.<sup>4</sup> This is an unusual case but one that indicates acceptance of librarians as teachers and integration in a high degree between the

<sup>2</sup> It has been suggested that "academic" would be a more suitable term than "instructional" in this connection. My use of "instructional" arises from my experience in the municipal colleges of the City of New York. These colleges are governed by the by-laws of the New York City Board of Higher Education in which all ranks of professional librarians are defined as members of "the instructional staff of the colleges." (See: New York (City) Board of Higher Education. *By-laws of the Board of Higher Education of the City of New York*, August 1930, p.12, Section 101a.)

<sup>3</sup> Downs, Robert B. "Academic Status for University Librarians—a New Approach." *College and Research Libraries* 7:6-9, January 1946.

<sup>4</sup> Johnson, B. Lamar and Lindstrom, Eloise, eds. *The Librarian and the Teacher in General Education: a Report of Library-Instructional Activities at Stephens College*. Chicago, A.L.A., 1948.

<sup>1</sup> Paper presented at the Conference of Eastern College Librarians, Columbia University, Nov. 27, 1948.

library and the classroom. Professional librarians of all ranks on the staffs of the municipal colleges of the City of New York are members of the instructional staff and have voting privileges in the faculty council.<sup>5</sup> These are but a few of the many examples that can be cited to demonstrate recognition of library staffs as instructional personnel.

Unfortunately this recognition is too often limited to the chief librarian and one or two of his principal assistants. In some cases where the entire professional staff is classified as instructional it generally does not receive salaries and privileges comparable to those of classroom teachers. These

subject of their faculty colleagues and the college administration;

2. The degree of participation by librarians in the work of college committees and other college organizations and their opinions concerning the value of such participation;

3. The status of the professional library staff with regard to the standing of the librarian as a responsible administrative and educational officer and the rank and salary given to the librarian and his professional staff;

4. The librarian and the faculty.

This is my report. It is offered only as an informal indication of present day conditions in *some* eastern college libraries. The replies are regarded only as *suggestive*

Table I  
Status of the Library in the College

Opinions of	Library Is an Instructional Dept.	Library Is an Administrative Dept.	Library Is Combination of Inst. and Admin. Dept.	No Opinion
Librarians	25	6	17	2
Faculty Members (according to Librarians)	19	15	10	6
College Administration (according to Librarians)	15	16	13	6

observations and others stem from data collected in a brief survey initiated by the writer in October 1948. The survey was designed to elicit information concerning the present day status of librarians in eastern college libraries. A questionnaire was sent to 70 chief librarians in liberal arts colleges, teachers colleges, and a few small universities. The first 50 replies were tabulated and studied. Questions were asked on the following points:

1. Whether librarians regarded the library as an instructional or administrative agency and their opinion of the attitudes on this

of the conditions one might expect to find more generally. The sampling is too small and the method used is unsuitable for a statistically reliable conclusion.

#### *The Status of the Library in the College*

Fifty per cent of the librarians polled regard the library as an instructional department (Table 1); 34 per cent look upon it as a combination of the instructional and administrative, while 12 per cent believe the library is an administrative agency. A most revealing statement comes from Florence L. King, librarian of Wellesley College. She writes:

"Is it as easy as 'either, or?' Isn't the library a department functioning as an administrative unit through an organization of

<sup>5</sup> Bousfield, Humphrey G. "College Libraries with Dual Roles." *College and Research Libraries* 9:25-32, January 1948. The latest of several articles written about the libraries of the municipal colleges of the City of New York during the last few years.

resources and personnel serving educational goals? . . . As a department, isn't the library organized for services in the interests of educational goals? Consequently, instruction formal and informal, direct and indirect, is included in the service program. The degree to which the department's services are instructional in nature depends upon the degree of library-curricular integration, does it not? The achievement of goals is related to the concepts of the library administrator(s), and the application of administrative policy, and the consequent functioning of the department as an administrative unit."

In agreement with Miss King are other librarians who find it difficult to draw a line between the administrative and instructional functions of the library. It seems clear enough, however, that relatively few librarians regard the library as an administrative agency in the same sense as, let us say, the president's office, the bursar's office, or the registrar's office. Librarians generally regard the management of a library as administrative but the function of the work performed as instructional.

Faculty members and college administrators, according to the librarians reported here, are more divided in their opinions concerning the status of the library. Of the faculties, 38 per cent regard the library as an instructional department; 20 per cent as a combination of the instructional and the administrative; 30 per cent look upon the library as administrative. Among the administrators, 30 per cent look upon the library as an instructional department; 26 per cent believe it is a combination of the instructional and administrative; and 32 per cent regard it as an administrative department. One librarian reports: "We consider ourselves instructional with a certain hybrid taint of administrative. The faculty and the administration do not tend to think of us as a department at all—but more as subject to the dictates of 200 in-

dividuals of faculty status." If these reports are generally indicative of attitudes throughout the country it would not be difficult to explain why so many administrators still seem to regard librarians as high grade clerks.

#### *Committees and Organizations Served*

Relatively few librarians serve on any of the important college committees, other than the library committee. Ninety per cent serve on the library committee: 32 per cent as chairman, a few as secretary. Almost one-third serve on the executive council of deans and administrative officers; about one-fourth serve on the faculty council or senate. A surprisingly small number, seven, or 14 per cent, are on the curriculum committee. Thirty per cent serve on the library building committee where one is in existence.

On other committees where librarians might be presumed to be competent to make a contribution there is very small representation. These include the publications committee, the personnel and budget committee, the graduate committee, the research committee. Twenty-two per cent serve on committees dealing with public functions and ceremonial occasions.

Very few library *staff* members serve on committees according to this survey. When asked to account for this condition, librarians report in several instances that the nonfaculty status is the principal cause. Others indicate that staff members are "too busy" or "too young and inexperienced." One librarian comments: "Largely a matter of local habit. Faculty male, library staff two-thirds female."

#### *Degree of Participation in Committee Work*

Participation in committee work ranges from "almost negligible" to 20-25 per cent

of the librarian's time. One-half of the librarians who report say that they spend from less than one per cent to five per cent of their time on committees and in other faculty activities. Among the remainder, six report spending 10 per cent; five, more than 14 per cent while the others say that they spend six per cent, seven per cent, and 12 per cent respectively. It would appear that among the librarians who report relatively few are overburdened with committee work.

*Relative Importance of Committees*

According to this survey, librarians believe membership on the following committees to be most important, taking into consideration the contribution they are competent to make and the benefits to be gained for the library. Listed in the order of their importance according to the frequency with which they are mentioned they are:

	Per Cent
Library Committee .....	80
Library Building Committee .....	52
Curriculum Committee .....	40
Library Fund Raising Committee ....	34
Executive Council .....	32
Faculty Council .....	28
Research Committee .....	22
Graduate Committee .....	22

These findings agree in part with those of Barcus<sup>6</sup> who, reporting the opinions of 52 librarians concerning the incidental duties of the college librarian, says: "The consensus would seem to be that the librarian of a college or university, apart from his 'regular duties,' will profit through membership on those committees whose proceedings affect the library most closely—chiefly, the library committee itself, the executive council, the curriculum committee, and the committee on publications." In

<sup>6</sup> Barcus, Thomas R. "Incidental Duties of the College Librarian." *College and Research Libraries* 7:14-23, January 1946.

the present survey librarians regard the publications committee as of secondary importance. There is some doubt as to how librarians reporting interpret the executive council and the faculty council. If these two organizations are regarded as similar in function the combined vote for them would indicate agreement with Barcus' findings.

As to the value of committee work generally and the contribution the librarian might be competent to make, one librarian states: "The main contribution of the librarian may be his ability to see the whole academic picture, whereas so many professors cannot look beyond the vested interests of their departments."<sup>7</sup>

*The Librarian as a Responsible Officer*

In 68 per cent of the libraries reporting, the librarians have equal status with academic department heads (Table 2). Many of these librarians, however, are also considered on the same plane with administrative officers of the college. Ten per cent of the librarians report equal status with deans. These, as might be expected, are generally in the larger colleges and in universities.

Table II  
Status of the Librarian in the College

The Librarian Has Equal Status with	Yes	No	No Opinion
Deans	5	18	27
Academic Dept. Heads	34	7	9
Administrative Officers (Bursar, Registrar, etc.)	20	5	25

*Rank and Salary*

This is an area of great confusion: 72 per cent of the chief librarians hold academic rank and of this number 56 per cent receive the same salary or more than teach-

<sup>7</sup> Felix E. Hirsch, librarian, Bard College.



ing faculty of the same rank. Among those who hold academic rank 19 are professors; 10 are associate professors; six are assistant professors; and one is an instructor.

In 24 per cent of the libraries reporting, faculty rank is accorded all professional members of the library staff.

The following conditions are found among reporting libraries:

1. In most cases where faculty rank is accorded, it is given to the librarian and one or two of his principal assistants.

2. Librarians have faculty rank (probably for payroll purposes) but do not have academic titles.

3. Librarians have faculty status but receive lower salaries than those paid to classroom teachers of comparable rank.

4. Librarians have academic titles but receive lower salaries than those paid to classroom teachers with the same titles.

5. Librarians receive the same salaries as classroom teachers but have no academic status.

In general, the reports indicate, library staff salaries are lower than those for the faculty.

Here are a few reports that indicate the wide diversity of practices in regard to rank and salary:

Vassar: "The librarian and members of the library staff in charge of major divisions of the library have academic rank proper to the scale on which their salaries are based. Staff may attend faculty meetings but only the librarian has suffrage."

Franklin and Marshall: "Librarian and assistant librarian have no specified rank but attend faculty meetings and have vote."

Wellesley: "Only the librarian and three research librarians have faculty status. These librarians are in the academic procession as assistant professors although rank does not appear in any official listing."

Smith: "Librarian and assistant librarians are faculty members. All members of the staff are entitled to join teachers insurance and annuity pension plan. All members are welcomed as members of the faculty club."

Pennsylvania State: "Library staff mem-

bers are classed as 'academic' but do not have equivalent titles to match the teaching faculty."

New Jersey State Teachers College, Montclair: "Librarian, audio-visual department head and demonstration high school librarian are classified as instructor; professional assistants are classified as assistant instructor. Others are classified in the state civil service."

Municipal colleges, City of New York: "Librarians of the ranks assistant librarian to librarian are paid on the same salary scale as classroom teachers. Library assistants, the lowest ranking professionals and the most numerous, are paid on a separate schedule—lower than instructors."

Lafayette: "Head librarian's salary that of full professor; other professionals receive salaries between those of instructor and full professor."

Wesleyan: "On a comparative rank basis library salaries are three or more lower. This differential is in our case partly due to the fact that our faculty and student body are entirely masculine, the library staff almost entirely feminine."

### *The Librarian and the Faculty*

Most of the librarians reporting believe it is one of the primary responsibilities of the library to keep the faculty and some administrative officers informed about new books, developments in educational problems, bibliographies, changes in library policy and rules, and kindred subjects in which the faculty may be presumed to have an interest. They use various means to inform the faculty. These include: news sheets, bulletin board notices, informal reports at meetings; lists of new accessions, annual reports to the president. Brooklyn College Library is a good example of a library in which this responsibility is taken seriously. It publishes: a faculty library handbook, an audio-visual bulletin, a list of recent accessions and library news items, and through committees, informally and formally, it finds ways to keep the faculty well informed.



### *Summary and Conclusions from Survey*

This survey, however inconclusive from a statistical standpoint, suggests that the following conditions probably prevail today in many eastern college libraries:

1. Librarians are not in complete agreement as to the fundamental character of the library; that is, whether it is an administrative or an instructional agency, or a department in which are combined the functions of both. College administrators and teachers are even less in agreement on this subject.

2. Except for the library committee, relatively few chief librarians serve on the most important college committees.

3. Library staff members rarely serve on any college committees of importance.

4. Librarians spend relatively little time on committee work and other faculty activities.

5. Librarians consider only a few of the numerous faculty committees and organizations important, either from the viewpoint of the welfare of the library or in terms of the contribution they can make to them. Of these committees the curriculum committee is considered a most important one but relatively few librarians are appointed to it.

6. As a responsible administrative and educational officer the librarian ranks equally with academic department heads in the majority of the libraries polled. In many instances he also ranks equally with administrative officers like the bursar, registrar, and others, and in a few cases he is of equal rank with the dean.

7. In the area of rank and salary there is little uniformity of treatment as regards librarians and classroom teachers. Academic status is often given the librarian and an associate or assistant librarian or two, but the professional staffs as a whole generally do not receive academic status. Academic status when granted has not usually brought with it the same salary scales for librarians and classroom teachers. In some colleges librarians may vote in the faculty but they have neither rank nor faculty status. In too many colleges librarians' salaries are lower than teachers' salaries for comparable ranks.

8. Librarians generally recognize a primary responsibility to keep the faculty informed about new books, new developments in edu-

cation, and in other subjects in which the faculty may be interested. This responsibility is fulfilled in many ways, formal and informal.

### *How Can the Status of Librarians Be Improved?*

The position of college librarians can be improved by the establishment of a sound policy governing the status of the library and the library staff.<sup>8</sup> Under the most desirable circumstances this policy would be formulated by the administration with the advice and consent of the library staff.

Such a policy should make provision for a clear statement of the educational aims and purposes of the college; the relation of the librarian to the administration; a definition of library resources and an assignment to the librarian of responsibility for these resources, wherever they may be located and however acquired. This policy should also provide a statement of the duties and responsibilities of the librarian. Further, there should be provision for a library committee and a clear statement that it should advise and inform, rather than administer and execute. Finally, there should be a clear definition of the relationship of the librarian and the library staff to the administrative and educational units of the college. In this definition I should hope to see the library staff unequivocally characterized as instructional in nature and entitled *in so far as it is possible*, to all the privileges of the instructional staff.

As instructional personnel all librarians from the chief librarian to the lowest ranking professional assistant should be accepted fully as members of the instructional or academic staff of the college. *As far as it is practicable*, they should receive salaries corresponding with those of the classroom

(Continued on page 139)

<sup>8</sup> I have used as a basis for my suggestions on policy making the excellent statement contained in: Wilson, Louis R., Kuhlman, A. F., and Lyle, Guy R. *Report of a survey of the University of Florida library for the University of Florida*. Chicago, A.L.A., 1940. pp. 17-18.

## New Periodicals of 1948—Part II

*Miss Brown is head, serials section, Descriptive Cataloging Division, Library of Congress.*

THIS compilation of periodicals comprises those which came to the attention of the writer during the second half of 1948. They are included because of their reference value or their interest to the general reader. The majority of them had their origin outside the United States.

### *Political Science*

A number of new journals, many of them foreign, are being published to present the problems of national governments and international relations and to aid in their solution. One of these is *Asian Horizon*. It is published in London. In it able Asiatic writers and scholars discuss the awakening in their countries. The content of the first issue is classified as follows: Asia and the West; History; Politics; Contemporary Art. To appraise the world about Korea and her cultural ideals the Korean-American Cultural Association with international headquarters in Washington, is publishing the *Korean Review*. The contributors to the first issue are professors and students, many of them Korean, teaching and studying in American universities. *Pakistan Horizon*, published in Karachi, promises to cover all aspects of international affairs with emphasis on those in which the new dominion of Pakistan will be directly interested. *Eastern Review*, published in Klagenfurt, which has as subtitle "a survey of the cultural life of east central and south-eastern Europe and of the Soviet Union," and *The New Central European*

*Observer*, published in London, present the current political and economic and, to a lesser degree, the cultural life for the countries of central and south-eastern Europe. Broader in scope is *World Politics*, published by the Yale Institute of International Studies. This journal is devoted to the developments of international relations as an integrated field of study and is designed to interest professional students of world affairs. The contributors to the first issue were economics and political science professors. *Études Internationales*, with some contributions in English, French and Dutch, the last two with English summaries, aims to present an impartial study of international questions. It is published by Nederlandsch Genootschap voor Internationale Zaken with headquarters at The Hague and Institut des Relations Internationales with headquarters in Brussels. The purpose of *Contemporary Issues*, published in London, similar to that of *Dinge der Zeit*, a German emigré magazine also published in London, is the formation of an international democratic organization which "is not to appear as a finished organisation, but to arise under public control." *Corps Diplomatique*, published in Paris, intends to contribute to international understanding by reporting honestly on international political and cultural life, emphasizing the role of France in both of these.

### *Economics*

*Économie Wallonne*, Liège, will present studies on national and international economic problems which have an influence on the economic problems of the region of the

Walloons. The first issue treats of the economic situation in Belgium, Holland, France, Great Britain, western Germany and the United States. *Revista de Economia*, Lisbon, will be devoted to the theoretical problems of economics and will publish scientific reports, studies, book reviews and abstracts. *China Economist*, weekly economic supplement to the *China Weekly Review*, Shanghai, has for its field the present economic conditions of China.

#### City Government

✓ From Stuttgart there comes a new publication on city government, *Der Städtetag*, which is limited almost entirely to articles on the practices and problems of the government of German cities. ✓

#### Business

*La Revue du Chef d'Entreprise*, Paris, is a journal of business management, selling, prices, etc. *World Trade Review*, New York, is a paper for exporters and importers. It publishes U.S. and foreign government trade regulations and reports on items available for export and import, lists firms with their products, and includes statistics and other information of interest to foreign traders.

#### Literature

*Asir*, from Mercedes, Uruguay, and *Contrapunto*, from Caracas, Venezuela, with essays, poems, translations and bibliographical notes will give us some idea of present day writing and thinking in those countries. *Lusitânia*, *Documentário da Vida Portuguesa*, includes articles on literary subjects, the ballet, present day medicine, the Portuguese language and other subjects showing contemporary Portuguese thinking. From Stockholm come *Poesi*, *Tidskrift för Lyrik*, published by Lyriksamfundet, and *Prisma*. The second, a little broader in scope, in-

cludes art. In *The Swan of Avon*, Santa Barbara, California, Rudolf Melander, of the Melander Shakespeare Society, proposes to further his Melander Shakespeare theory. *Italian Publishers' Monthly*, Milan, and *Le Livre, Revue Générale de l'Édition*, Paris, include biographical and critical articles as well as announcements which give bibliographical items and descriptive notes on the new publications in their respective countries. Quoting from an introduction to *Neurotica*, this journal is to be "a literary exposition, defense, and correlation of the problems and personalities that in our culture are defined as 'neurotic.' . . . We are interested in exploring the creativeness of this man who has been forced to live underground, and yet lights an utter darkness with his music, poetry, painting, and writing."

#### Little Magazines

Two "little" magazines appeared. *The Golden Goose*, Columbus, Ohio, is primarily interested in the work of the new American poet. Translations of foreign language poetry as well as the work of established poets will be included. *Factotum*, Chapel Hill, N.C., will publish the works of new writers. The contributors to the first issue were students and teachers of languages.

#### Religion

*Zeitschrift für Religions- und Geistesgeschichte*, a new philosophical and religious journal, was received from Marburg. Included in the first issue were articles on new Hegel documents and the Russian church and western Christianity.

#### Archaeology, Ethnology, Folklore

*Archaeology, a Magazine Dealing with the Antiquity of the World*, is published by the Archaeological Institute of America.

In a popular style and with many illustrations the editor hopes to present the "good and amusing things of the past" in order that we "return to the present refreshed and broadened in experience." *Archives Ethnos*, published in Buenos Aires in Spanish and in English editions, abstracts ethnological articles, reports, and studies published in scientific journals of South America and Europe. The first issue contained ten such abstracts. *North Carolina Folklore*, a publication of the Folklore Council of the University of North Carolina, aims to preserve "that culture which has not been learned from books, but by word of mouth or by physical demonstration has been spread informally from father to son, from neighbor to neighbor, through generations of North Carolina history."

#### Music and Art

The American Musicological Society is publishing a new journal with articles and reviews of books on subjects in its field, as well as announcements and society reports. The Gesellschaft für Musikforschung, together with Landesinstitut für Musikforschung and Institut für Musikforschung have begun *Die Musikforschung* in Kassel, to publish critical and historical studies. From Stuttgart there comes *Graphik, die Zeitschrift für Gebrauchsgraphik und Werbung*, a well illustrated journal on industrial and commercial art.

#### Science

*Applied Scientific Research*, a journal which began publication in 1947 but was not examined in time for inclusion in "New Periodicals of 1947," is included here because of its importance. It is published at The Hague under the auspices of the Central Organization for Applied Scientific Research of the Netherlands, the Royal Institute of Engineers of the Netherlands,

Section for Technical Scientific Research and the Netherlands Physical Society, Section for Applied Physics. It is in two sections, Section A, Mechanics, Heat, and Section B, Electrophysics, Acoustics, Optics. Other sections may be added in the future. It will publish, preferably in English, the results of new research. *Naturwissenschaftliche Rundschau* is an interesting new monthly from Stuttgart. A few of the subjects included in the first issue are food, nutrition, astronomy and oceanography. *Physics Today*, published by the American Institute of Physics, is intended to inform the physicist and the nonphysicist in non-technical language of what is going on in the field of research in physics. *Taiwania*, from the Laboratory of Systematic Botany, National Taiwan University, is a journal of plant taxonomy and geobotany, devoted particularly to the floras of eastern Asia, Indo-Malaysia and the western Pacific. *Wald und Wild*, a new natural science magazine, popular in style, published in Würzburg, will be of interest to sportsmen and outdoorsmen. A scholarly publication, *Zeitschrift für Angewandte Physik*, publishes articles based on studies done in German research institutions.

#### Engineering

*Zeitschrift für Elektrotechnik*, Stuttgart, is devoted to electrical engineering, especially high voltage engineering.

#### Physiology

To meet the need of a specialized journal in the field of physiology, the American Physiological Society has begun *Journal of Applied Physiology* which will complement its older and more general *American Journal of Physiology*. The term "applied" as here used will connote human physiology, with particular emphasis on man in relation to his environment.



## Psychology

*Personnel Psychology* "has been founded to stimulate and report the application of psychological methods, understandings, techniques and findings to personnel problems." Papers are to be understandable, accurate and useful to personnel workers at all levels. A scholarly publication is *The Quarterly Journal of Experimental Psychology*. It hopes to foster the experimental approach to psychological problems and through publication of such studies to correlate the research done in universities, clinics, laboratories, and industry. *Your Human Relations* has for its object the study of ways of improving human contacts. Its articles and stories written in a popular style have as their characters leaders in business, industry, education, religion, science and other fields.

## Agriculture

The science and art of grazing land management is being covered in *Journal of Range Management* published by the American Society of Range Management. Another new journal intended to be of international interest, is *Plant and Soil*, a journal of plant nutrition, plant chemistry, soil microbiology and soil borne plant dis-

ease. It is issued at The Hague under the auspices of the Netherlands Society of Agricultural Science. Some articles are in English, some in French, and some in German.

## Law

Two new law journals appeared, *Journal of Legal Education* published by the Association of American Law Schools, and edited by the Faculty of Law, Duke University, and *Oklahoma Law Review* published by the University of Oklahoma Press. Contributors to both publications are practicing lawyers and law school professors.

## Autographs

The National Society of Autograph Collectors have inaugurated *The Autograph Collectors' Journal* with illustrated articles and society news.

## Microfilms and Microcards

*The Micro News* and *The Microcard Bulletin* are intended to keep the public up-to-date on the developments in, and regulations and equipment for, these new methods of publishing and copying.

## Periodicals

*American Musicological Society. Journal.* American Musicological Society, 14 Beacon Street, Boston. no. 1, April 1948. 3 nos. a year. \$6.50.  
*Applied Scientific Research, Section A-B.* Martinus Nijhoff, The Hague. v.1, no.1, 1947. Irregular. f.20 per section.  
*Archaeology.* Archaeological Institute of America, Andover Hall, Cambridge 38, Mass. v.1, no.1, March 1948. Quarterly. \$6.  
*Archives Ethnos.* English Edition. Santa Fe 1940 E. Buenos Aires, no. 1, May 1948. Frequency not given. \$2.50.  
*Asian Horizon.* Asian Publications, Ltd., 34 Victoria St., London, S.W.1. v.1, no.1, Spring 1948. Quarterly. 15 s.  
*Asir.* Mercedes, Uruguay. no. 1, March 1948. 10 nos. a year. Price not given.  
*The Autograph Collectors' Journal.* E. B. Long, Editor, 4043 N. Greenview Ave., Chicago 13. v.1, no.1, October 1948. Frequency not given. \$5.  
*China Economist.* Millard Publishing Co., Inc., 160 Chung Cheng Road (Eastern) Shanghai (O). v.1, no.1, April 6, 1948. Weekly. \$9.

*Contemporary Issues.* Contemporary Press, 67 Clarendon Road, London W.11. v.1, no.1, Summer 1948. Quarterly. \$1.60.  
*Contrapunto.* Cristo a Córdova No. 4, Caracas. no.1, March 1948. Frequency not given. bs.2 per issue.  
*Corps Diplomatique.* 150 Avenue des Champs-Élysées, Paris. no.1, July 1948. Monthly. \$9.  
*Eastern Review.* Verlag Ferd. Kleinmayr, Klagenfurt. v.1, no.1, April 1948. Quarterly. \$.80 per issue.  
*Economie Wallonne.* Imp. G. Thone, Liège. no.1, August 1948. Frequency not given. Price not given.  
*Études Internationales.* Librairie Encyclopédique, 7 Rue du Luxembourg, Brussels. v. 1, no. 1, January 1948. Quarterly. 210 fra. b.  
*Factotum.* Box 612, Chapel Hill, N.C. no.1, May 1948. Quarterly. 35¢ per issue.  
*The Golden Goose.* Cronos Editions, Box 3103, University Station, Columbus 10, Ohio. no.1, Summer 1948. 4 nos. a year. \$1.40.  
*Graphik.* Graphiker Maiwald, Augustenstrasse 43, Stuttgart. no. 1/2, 1948. Bimonthly. Mk. 8 per issue.  
*Italian Publishers' Monthly.* Romolo Costa, Viale Regina Giovanna 22, Milan. no.1, January 1948. Free.



- Journal of Applied Physiology*. 2101 Constitution Ave., Washington 25. v.1, no.1, July 1948. Monthly. \$7.50. \$8.50 foreign.
- Journal of Legal Education*. Duke Station, Durham, N.C. v.1, no.1, Autumn 1948. Quarterly. Free?
- Journal of Range Management*. American Society of Range Management, Mt. Royal and Guilford Aves., Baltimore 2. v.1, no.1, October 1948. Quarterly. \$3.00.
- Korean Review*. Thomas Kang, 445 Quincy St., N.W., Washington. v.1, no.1, June 1948. Semiannual. \$1.
- Le Livre*. 116 Boulevard St. Germain, Paris 6. no.1, May 1948. 10 nos. a year. \$4.
- Lusitania*. R. Actor José Ricardo, 3, r/c, Lisbon. v.1, no.1, May 1948. Monthly. 180\$00.
- The Micro News*. National Microfilm Association, 19 Lafayette Ave., Hingham, Mass. v.1, no.1, March 1948. Bimonthly. Price not given.
- The Microcard Bulletin*. The Microcard Foundation, Middletown, Conn. no.1, June 1948. Quarterly? Free?
- Die Musikforschung*. Bärenreiter-Verlag, Kassel. v.1, no. 1, 1948. 4 nos. a year. Mk. 24.
- Naturwissenschaftliche Rundschau*. Wissenschaftliche Verlagsgesellschaft m.b.H., Stuttgart. v.1, no.1, July 1948. Monthly. Mk. 7.20.
- Neurotica*. The Neurotica Publishing Co., 4438 1/2 Olive St., St. Louis 8. v.1, no.1, Spring 1948. Quarterly. \$2.
- The New Central European Observer*. 35 Pond St., London, S.W.1. v.1., no.1, May 15, 1948. Biweekly. \$4.
- North Carolina Folklore*. The University of North Carolina, Box 1050, Chapel Hill. v.1, no.1, June 1948. Frequency not given. \$2.
- Oklahoma Law Review*. University of Oklahoma Press, Norman. v.1, no.1, May 1948. Quarterly. \$5.
- Pakistan Horizon*. Pakistan Institute of International Affairs, Fere Hall, Karachi. v. 1, no. 1, March 1948. Frequency not given. Rs. 8.
- Personnel Psychology*. 1727 Harvard St., N.W., Washington 9. v.1, no.1, Spring 1948. Quarterly \$6. Foreign \$7.
- Physica Today*. American Institute of Physics, 57 East 55th St., New York 22. v.1, no.1, May 1948. Monthly \$4.
- Plant and Soil*. Martinus Nijhoff, The Hague. v.1, no.1, January 1948. 4 nos. a year. Guilders 20.
- Poesi*. Wahlström & Widstrand, Regeringsgatan 83, Stockholm. no.1, 1948. 4 nos. a year. Free to members of Lyriksamfundet.
- Prisma*. P. A. Norstedt & Söners Förlag, Stockholm. v. 1, no. 1, 1948. 6 nos. a year. kr. 14.
- The Quarterly Journal of Experimental Psychology*. W. Heffer & Sons, Ltd., Cambridge, Eng. v.1, pt.1, April 1948. £ 1 10 s.
- Revista de Economia*. Eurico Colares Vieira, Apartado no. 142, Lisbon. v.1, no.1, March 1948. Quarterly, 55\$00.
- La Revue du Chef d'Entreprise*. Editions Ocia, 3 Rue Cardinal Mercier, Paris. no.1, 1948. Monthly. 600 frs.
- Der Städtetag*. W. Kohlhammer Verlag, Stuttgart. v.1, no.1/2, July/August 1948. Monthly. Price not given.
- The Swan of Avon*. The Melander Shakespeare Society, Santa Barbara, Calif. v.1, no.1, March 30, 1948. Quarterly. Price not given.
- Taiwania*. Laboratory of Systematic Botany, Dept. of Botany, College of Science, National Taiwan University, Taipei, Taiwan, China. v.1, no.1, May 1948. Irregular. \$7.
- Wald und Wild*. Lothar Sauer-Morhard Verlag, Würzburg. v.1, no.1/2, September 15, 1948. Monthly. Mk. 12.
- World Politics*. Yale Institute of International Studies, 202 Hall of Graduate Studies, Yale University, New Haven. v.1, no.1, October 1948. Quarterly. \$5.
- World Trade Review*. American Register World Trade Review, 170 Broadway, New York 7. v.1, no.1, February 1948. Monthly. \$1.50.
- Your Human Relations*. Public Relations, Inc., 522 5th Ave., New York, 18. v.1, no.1, January 1948. Monthly \$5. Foreign \$15.
- Zeitschrift für Angewandte Physik*. Springer-Verlag, Heidelberg. v.1, no.1, January 1948. Monthly. Mk. 7.50.
- Zeitschrift für Elektrotechnik*. Ferdinand Enke, Stuttgart. v.1, no.1, April 1948. Frequency not given. Price not given.
- Zeitschrift für Religions- und Geistesgeschichte*. Elwert-Gräfe und Unzer Verlag, Marburg. v.1, no.1, 1948. Quarterly. Mk. 6 per issue.

## The College Librarian in the Academic Community

(Continued from page 134)

teaching staff, and they should be accorded the same privileges as all teaching staff with respect to tenure, sabbaticals, salary increments, and retirement. They should receive generous vacation allowances and special arrangements should be made, when possible, to permit them to pursue graduate studies. Library staff members should be invited to participate in those faculty and general college committees on which they are qualified to make a contribution. As head of an important instructional department the chief librarian should enjoy equal status with other instructional department heads. In those instances where the library is large and its resources and services

warrant, he should be given equal status with deans and other high administrative officers. These suggestions may shock some college administrators and even a few college librarians. They are submitted in friendly and constructive spirit as logical conclusions to be drawn from acceptance of the position that college libraries are important educational agencies and their professional staffs are clearly instructional personnel. Given equal status with other instructional personnel the college library staffs can be expected to participate actively and effectively in the affairs of the college and to contribute in high degree toward the attainment of its aims and purposes.

## Limiting the Objectives of the Course in Instruction in Library Use

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THE LITERATURE dealing with instruction in the use of libraries is fairly extensive, although it is essentially repetitious in character. Despite innumerable individual variations most such courses deal with the arrangement of the library, sometimes featured or initiated by a tour; the card catalog; the loan system; and reference tools. They are usually offered to freshmen, during the first part of the school year. Exigencies of the local situation take over at this point. These courses are not always required, and when required seldom yield course credit if they are offered as independent courses. They are frequently conducted by members of the library staff. However, it is not at all unusual to find this instruction given as part of another course. Young states that of 88 colleges and universities, replying to a questionnaire, 35 combined the library instruction with English, and 7 offered it "in connection with social sciences, education and statistics."<sup>1</sup>

Variations in the content of this instruction constitute an interesting commentary on the thinking of those who offer it, although this statement is not to be construed as a plea for standardization. One teachers college has stressed bibliographic abbreviations,<sup>2</sup> along with the more standard

units. One chief librarian has argued for the inclusion of an "understanding of the concept of the library as a social institution," plus some attention to the development of the modern library's emphasis on use as against storage.<sup>3</sup>

Variations in the length of time devoted to this instruction constitute, on the other hand, a commentary on the evaluation placed on it by faculty and administration. The range is from one hour to one hour a week for a semester.<sup>4</sup> Possibly nowhere else in the area of college curricula will one find diversity to the extent that some colleges give twelve to fifteen times as much time, or more, to a course of instruction as do some others. It must not be forgotten, of course, that many institutions of higher learning do not provide any formal instruction.

### *Objectives*

In the light of these variations it has seemed worth while to determine what its common objectives are, and what they should be. The average characteristics of the course the writer has in mind are as follows: (1) it is offered to all freshmen, or to those receiving unsatisfactory scores on a qualifying test; (2) it is taught either by the library staff or by librarians and faculty members jointly; (3) it is offered as a separate course or as a part of another course. If we begin with the question of the necessity for such a course we seem to

<sup>1</sup> Young, A. Beatrice. "Let Us Teach Library Science in College." *School and Society* 50:837, Dec. 23, 1939.

<sup>2</sup> Meyering, Harry R., and Pierson, Stella. "Introducing the Library to College Students." *Journal of Higher Education* 10:448, November 1939.

<sup>3</sup> Smith, Leland R. "Teaching the Use of the Library." *Journal of Higher Education* 7:96-97, February, 1936.

<sup>4</sup> See Young, *op. cit.*, 837.

be on firm ground. A majority of librarians profess that the students of their colleges require it. That the faculties of many of these institutions share in part this belief is indicated by the fairly large number of them that have permitted the offering of this instruction. Whether these same faculties are in agreement as to its relative merits is another question altogether, as is seen by the striking disparity in allotments of time accorded it.<sup>5</sup>

It is obvious that the nature of the individual situation—such as the training and background of its students, objectives, curriculum, the resources, arrangement, and personnel of the library, and the faculty—should determine how and at what length such a program should be conducted. It seems equally obvious that, once the program in library orientation has received institutional approval, adequate provisions of time and instructional personnel should be made, whether it is conducted as an independent entity or as a part of an already established course offering. The answer to this will be in the practiced, rather than the professed objectives of the institution.

### *Student Reaction*

It should be noted further that the belief in the existence of this need stands despite the fact that perhaps comparatively greater attention has, during the past 25 years, been given to instruction in library use on the elementary and secondary school level than on the collegiate. It is not altogether clear whether this bespeaks failure on the part of the former. If this is the case, it would seem to be due either to a lack of skill on the part of many teachers engaged in it, or to the lack of generally accepted underlying principle, or to both.<sup>6</sup> Student reaction

offers some kind of answer to the question.

Webb has pointed out that freshmen in an Eastern college who had had instruction in high school library use did not remember having had it, this being perhaps the most notable example of a Freudian error recorded in library literature.<sup>7</sup> To some college students the college-offered instruction has seemed a needless duplication of previous teaching, although ways of combating this reaction have been suggested.<sup>8</sup> Reed's analysis of the library use of 464 freshmen (along with 66 sophomores, 68 juniors, and 52 seniors) suggests some degree of inefficacy in this work in elementary and high schools.<sup>9</sup> She states, for example, that "the results of a diagnostic test on knowledge of well-known encyclopedias show a striking lack of specific knowledge of these books and an inability to associate certain types of questions with the most likely sources of information. Need of detailed instruction and more assistance in the utilization of such reference tools is clearly indicated."<sup>10</sup> Relevant conclusions of this study are as follows:

Students have not acquired specific and detailed knowledge of reference tools such as dictionaries and encyclopedias.

Students have not learned to use parts of books effectively and have inadequate knowledge of bibliographic features such as footnotes, bibliographies, and indexes.

Students are not able to evaluate sources of information readily.<sup>11</sup>

On the other hand, it has been suggested that the lower-level instruction provides a helpful background. Feagley believes that

*Elementary School Journal* 39:452-59, February 1939; also his "Criteria for Evaluating Instruction in the Use of Library Materials," *Elementary School Journal* 40:269-76, December 1939.

<sup>7</sup> Webb, Helmer L. "Bibliographic Course for the Pre-Graduate Student," *Library Journal* 63:402, May 15, 1938.

<sup>8</sup> Young, A. Beatrice. "The Freshmen—Our Opportunity," *Library Journal* 62:235, Mar. 15, 1937.

<sup>9</sup> Reed, Lula Ruth. "Do College Students Need Reference Service?" *Library Quarterly* 13:232-40, July 1943.

<sup>10</sup> *Ibid.*, 233.

<sup>11</sup> *Ibid.*, 240.

<sup>5</sup> *Ibid.*

<sup>6</sup> Alexander, Carter. "Cooperation in Teaching Elementary-School Pupils to Use Library Materials."

"the increasing use of the school library at the elementary—and secondary—school levels is sending an ever growing number of students to college with some knowledge of how to use library resources. *This is enabling the college to plan its courses and other devices for instructing students in library use with a degree of success hitherto impossible*" (italics mine).<sup>12</sup> Even if we may assume that the latter view is the more tenable, the marked deterioration of teaching caliber during the war and the first postwar years, plus swelling college enrolments, indicates that this aspect of the problem will hardly find an early solution.<sup>13</sup> It should be pointed out, however, that these two views are not necessarily contradictory. It is probable that, however large the shortcomings of elementary and secondary school instruction in library use have been, the absence of such instruction would have made for a far more disturbing situation.

#### *Value of Course Instruction*

On the question of the value of course instruction in meeting the need just described, there is also a nearly unanimous sentiment. For the most part, we have to rely on the testimony of those librarians reporting that they have observed improvement, the most frequent touchstone being the compilation of a bibliography. It is not uncommon to use paper and pencil tests to measure the degrees of achievement. Meyering and Pierson, for example, report a median score (40 freshmen as subjects) of 89 on an achievement test as compared with a median of 69 on the diagnostic.<sup>14</sup> After two weeks' study, a group of juniors

tested by Deer increased their mean score on the Peabody Test from 47.9 to 97.5, a difference of 49.6, with a critical ratio of 20.2.<sup>15</sup>

If the worth of this instruction be admitted, it follows that the establishment and articulation of its objectives are a matter of primary importance. The articulation of clear and feasible objectives offers at least two much-needed results. One of them is a more satisfactory placement of emphasis on the parts of instruction. For example, one of the best analyses of this subject that the writer has seen, after recommending that one hour out of eighteen be given to bibliography, affirms that the compilation of a bibliography is perhaps the most effective way of testing students at the end of the course. The second result will be a tightly knit plan that can be presented to a faculty with some hope of wholehearted acceptance. Moreover, the soundness of the objectives is perhaps as important a basis for evaluation as the skill with which they are realized. They are four-fold and are listed here in probable order of frequency:

1. To increase students ability to locate the material they need.
2. To extend their knowledge of useful library tools.
3. To encourage them to make extensive use of the library.
4. To give them rudimentary knowledge of correct study methods.

Smith has recommended a fifth objective, although it may be questioned whether the type of instruction with which this paper is concerned is in any way the proper instrument for its attainment:

The aim . . . is to show the place of library service in modern life, to indicate the part it

<sup>12</sup> Feagley, Ethel M. "Preparation of Teachers for Effective Library Use." *Forty-second Yearbook of the National Society for the Study of Education. Part II.* Chicago, Department of Education, University of Chicago, 1943. p. 303.

<sup>13</sup> Dummer, E. Heyse. "The Library Method Course in the Post-War Era." *Bulletin of the American Association of College Professors* 32:325, Summer 1946.

<sup>14</sup> Meyering and Pierson, *op. cit.*, 449.

<sup>15</sup> Deer, George H. "The Peabody Library Information Test: a Study of Its Statistical Validity and Reliability." *Journal of Experimental Education* 9:234, March 1941.



plays in education in a democracy. Statistics as to the cost of such service, pointers as to tax laws, library support, and the relation of the library to the municipal government follow. Students should be given the idea that the modern library is the schoolhouse for those beyond the schoolhouse doors, a center of civic interest and enterprise, and that librarianship is an active educational force.<sup>16</sup>

### *Instruction Increases Ability*

Common sense and observation justify the first objective. The inability of many college students to find their way about with assurance in the college library is marked. This is too often the case, despite previously received training.<sup>17</sup> Nor can it be assumed that the student will repair for himself his deficiencies in this respect. White has pointed out that "the conclusion that college students, left to themselves, fail to learn how to use the library properly is supported by the findings . . . of investigators."<sup>18</sup> Louttit and Patrick, in a study of 441 students of all 4 undergraduate classes, concluded that "knowledge in the use of the library appears to be more closely related to students general ability, as measured by the Ohio State University examinations, than to educational achievements as measured by point-hour ratio."<sup>19</sup> Reed's study also confirms this finding. On any number of items, upperclassmen-made scores that were lower than, practically identical with, or only slightly higher than those made by freshmen. However, Deer's study seems to confirm the hypothesis "that in two years of study the college student acquires a considerable amount of information about the library and its use." In a test administered to freshmen and juniors there was a

critical ratio of 6. "This," he concluded, "indicates a rather distinct differentiation between classes at different college levels."<sup>20</sup>

Again we have a difference in findings that is probably more seeming than real. It is probable that further investigation will show that uninstructed students acquire some information about and skill in library use, but not enough for really efficient operation on the college level. Instruction is designed to obviate the necessity for students "playing by ear" and under any reasonable circumstances must be more productive than noninstruction. It is likely that the difference in findings was due to the superiority of Deer's testing instrument.

### *Knowledge of Library Tools*

The second objective is very closely akin to the first, but is not actually identical. This may be seen in the fact that, even when instruction on the elementary and secondary school levels has been successful, study on the college level requires the use of a much more extensive range of bibliographic tools. Knowledge, for example, of the *Readers' Guide to Periodical Literature* must be supplemented by knowledge of the other indexes; familiarity with the *Britannica* and *Americana* must extend to a good many of the subject encyclopedias, as well as to other general ones. The college library card catalog will prove to be a much more formidable tool than those which most freshmen have hitherto used. This objective seems as clearly justifiable as the first.

It is when we get to the third, encouragement of extensive library use, that we arrive at a more debatable issue. One would hardly choose to challenge its general worthwhileness. One is forced, how-

<sup>16</sup> Smith, *op. cit.*, 98.

<sup>17</sup> Reed, *op. cit.*

<sup>18</sup> White, Carl M., "Freshmen and the Library," *Journal of Higher Education* 8:41, January 1937.

<sup>19</sup> Louttit, C. M., and Patrick, J. A., "A Study of Students' Knowledge in the Use of the Library," *Journal of Applied Psychology* 16:485, October 1932.

<sup>20</sup> Deer, *op. cit.*, 234.

ever, to ask whether it may be realized through the orientation method, and to question the assumption that underlies it. First of all, there is no positive evidence that it can be realized by this method. Many librarians have, of course, noted that after the inception of the course, freshmen have made a greater use of the library than previous freshmen classes. This, it seems to me, suggests that this increases assurance on the part of the individual student in his ability to use the library for his class assignments, rather than to any development of book or library-mindedness. Studies of library use have persistently indicated that the amount of library use made by college students is relatively meager and that this is true of all four classes, although upper-classmen tend to read and use the library more than underclassmen.

The basic assumption underlying attempts to achieve this objective is that success in studies correlates with extensive use of the library. That is, good students are those who make the most use of the library; therefore, students should be encouraged to use it extensively. But we should note the following remark of Eurich's:

As a special feature of freshman week at the University of Minnesota and throughout the entire first year, attempts have been made to acquaint each student with the college library, the assumption being that once he has familiarized himself with this mine of scholar's resources, he will not only browse among books but dig deeply until he had found truths unsurfaced by the fallacies of casual inspection. Factual evidence to support this claim is rare indeed.<sup>21</sup>

One of the conclusions of his study, "The Significance of Library Reading among College Students," is the degree of relationship between the total amount of reading or amount of reading in the library

<sup>21</sup> Eurich, Alvin C. *School and Society* 36:92, July 1932.

and either intelligence or scholarship is significant.<sup>22</sup> A study made nearly ten years later by Thompson and Nicholson does not quite confirm this finding, but also fails to contradict it positively. Their data "seems to indicate that the students of higher scholastic achievement . . . probably have a tendency to circulate more volumes."<sup>23</sup> At least, most studies of this kind indicate, as McDiarmid has said, "the correlation between reading and scholarship is low."<sup>24</sup> Therefore, it seems that efforts to attain this objective by the orientation method are misplaced and should be abandoned. There are other and superior ways of achieving this aim. Strengthening faculty-library cooperation and the improvement of the library's collection and facilities will be two of the best.

The place of the fourth objective in a course in library use instruction seems even more questionable, although it is a proper concern of the library staff. The inculcation of proper study habits—again, an undoubtedly worth-while objective in itself—belongs elsewhere on the campus in one or more of the traditional classes or in a more largely defined orientation program. It is likely to be less effective when dealt with in the abstract and entirely ineffective in an accelerated course that is concerned with other basic purposes.

It seems logical to conclude that of these four objectives, a course that attempts to instruct freshmen in the use of the library might well attempt only the first two. This conclusion is prompted by two considerations. In the first place, the time given over to it is short and the failure to

(Continued on page 154)

<sup>22</sup> *Ibid.*, 96.

<sup>23</sup> Thompson, Russell I., and Nicholson, John B. "Significant Influences on General Circulation in a Small College Library." *Library Quarterly* 11:182, January 1941.

<sup>24</sup> McDiarmid, E. W., "Conditions Affecting Use of the College Library." *Library Quarterly* 5:63, January 1935.

## Interlibrary Loan Service and National Research

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THERE WOULD be little justification for another article on interlibrary loans if it were based only on one library's experiences with the traditional problems associated with this service. Writings on the subject, while less numerous now than during the twenties and thirties, have certainly covered the old ground often enough to make further repetition unnecessary. We will attempt, therefore, to go beyond the restating of traditional vexations and suggest different approaches to the problems.

The traditional problems, those which have appeared often enough and long enough to deserve that title, are almost all of a local and administrative nature and vary widely in importance among institutions and administrators. Is a particular loan request justified or needed? Are there occasions when interlibrary loans should be made for undergraduates? Shall loan requests be honored if the bibliographical information supplied is inadequate? What can be done about borrowers who are habitually late in returning material? Should the service be handled by the reference department or the circulation department? These are, in the main, local difficulties and can be dealt with on that level.

Certain other interlibrary loan problems, however, transcend the individual institu-

tion and are part of the broad, over-all research problem of the nation as a whole. Presently available bibliographic aids for locating research material are inadequate and frequently retard the service. Costs of handling the service are increasing, and many libraries are questioning the justice of charging these costs against conventional items of the budget. More emphasis is needed on the importance of interlibrary loan service to the over-all national research program.

Washington University's primary vexation has been a traditional one: funds. By plundering a budgetary item called "Expense Account," interlibrary loans have pushed that item beyond reasonable proportions. Funds that would normally go for such services as rebinding, building upkeep, and supplies are being channeled away to meet express and postage costs. We have, as yet, made no charges of any kind for interlibrary loan service. A liberal policy of encouraging the service has been followed. No geographical boundaries have been drawn. We have not attempted to set up special funds for the service. There is no accounting record showing exact costs of the service. However, the time is near when interlibrary loan costs must be faced as an individual, separate problem of the budget picture. We would like to solve this problem without departing from our liberal stand on the question of providing the research worker freely with the materials he needs.

In an effort to determine the extent to which this situation exists at other colleges and universities, a brief questionnaire was sent to fifty-one institutions. The returns from forty-eight libraries are shown in the table on p. 149. The six questions contained in the survey, and the replies, will be discussed briefly. Finally, we will summarize some conclusions drawn from the survey.

*1. Do you make a charge for interlibrary loan service? If so, what is it?*

This question proved to be somewhat ambiguous, unfortunately. The intention was to determine if a charge was made against the borrower, whether library or individual, for any part of the service, including transportation. It is possible that some libraries misinterpreted the question and the results may not be entirely valid. It is interesting to note, however, that a flat rate charge has been adopted at only four institutions, only two of which charge faculty. No library, apparently, charges for its services as a lender. The borrowing library, of course, pays all transportation costs. Yet it would seem justifiable that a lending library make a flat rate charge for its service. Such a charge would, for instance, to some degree compensate the large libraries, that are called on most frequently, for part of their service. One librarian called attention to the cost of setting up books for such an account, and several expressed opposition to the idea of charging for what is basically a library service.

Twenty libraries make some charge for transportation, either to all users of the service, to students only, or to outsiders only. Here, too, several librarians were emphatic in stating that the library should absorb this expense.

It is true that all costs involved in the bibliographic work of locating and verifying materials for interlibrary loans are costs

that a library incurs in fulfilling its normal functions. Such costs are often no greater than if the borrower called for the book in person. Wrapping costs, messenger time, transportation charges, and postage might be considered as going beyond normal library responsibilities. No indication was made in any of the returns, however, that any library has attempted to make an itemized cost survey on this basis or on any other. Nor was there any positive statement by any librarian that he felt such a cost survey was needed.

Yet at least eleven ways of handling these costs and apportioning them were noted in the forty-seven surveys returned: *i.e.*, charging transportation costs to all borrowers, to students only, to outsiders only; charging flat rate to all borrowers, to graduate students only, to outsiders only; charging for costs above a certain level; charging only for special services, such as telephone or telegraph, air mail, etc.

*2. Do you find that your interlibrary loan service expense is increasing to the point where it is becoming a burden?*

Nine replies stated without qualifications that the service was becoming a burden, either because of cost or time. Sixteen more were in agreement that the service was becoming a burden, but hastened to state that the service was worth it. A number of librarians, including those at larger libraries, vigorously denied that interlibrary loan service is a burden. No librarian suggested reducing or eliminating the service. It appears that interlibrary loan service has thoroughly proved its value.

*3. Do you include an item in your budget specifically for the expense of operating an interlibrary loan service?*

Only three libraries have set up special funds to handle this service. This would seem to indicate that the service has not yet come of age. And yet an item that at



most colleges and universities is costing as much as several thousand dollars annually would seem to deserve some sort of special budgetary attention. Some further suggestions on the question of budgets are made in the conclusion of the article.

4. *Do you limit yourself geographically in your interlibrary loan service?*

As expected, no library definitely refuses to act as lender or borrower because of geographical distances, although some indicated they would prefer such a limitation. One library admitted reluctance to sending books outside the United States, though books are occasionally sent to Canada and Mexico. Another library tries to keep its interlibrary loans within a five hundred mile area.

Since time and transportation cost factors increase with greater distances, geographical limitations on loans would be desirable. But the difficulty of locating material with present union catalog facilities makes this an ideal more to be hoped for than achieved at present. There is, too, the desire to assist libraries in Canada, Mexico, Hawaii, and other remote locations in providing research materials.

5. *Do you have a written policy on interlibrary loan service?*

Few libraries seem to have devised local regulations to supplement or to interpret the standard A.L.A. code. The code itself is flexible enough, and phrased in general enough terms, to permit local variations. For instance, there may be occasions when undergraduate research work is important enough to justify use of interlibrary loan service. Some libraries have inadequate bibliographical aids to verify authors and titles, but should not be denied service for that reason. Some borrowers refuse to observe time limits and frequently lending libraries are not notified that the loan period should be extended. In most in-

stances, it appears, the A.L.A. code can be used as it stands.

6. *What was the volume of your interlibrary loans for the fiscal year 1946-47?*

Since comparative figures are not available over a number of years, these figures can only indicate the present volume of service. It is obvious that the gross costs of the service, however, if computed for transportation alone, or for transportation plus man-hours, must be considerable. The larger libraries are carrying the heaviest burden, yet some of these institutions were most vigorous in their defense of interlibrary loan service.

This survey was initiated by Washington University Library, as indicated earlier, because interlibrary loan service has become a financial burden. It should be noted that this complaint is directed chiefly against express and postage costs. The library continues to welcome the opportunity to serve other libraries. But it was, frankly, in the hope of finding that some institutions had faced, and in some manner solved, the problem of meeting transportation costs that the survey was made. The results have shown that forty-eight libraries have found at least eleven different ways of meeting the problem, none of them entirely satisfactory.

This library has no desire to complain about the personnel costs to the circulation department, which handles the service here. That is regarded by us and by most libraries, and we feel properly so, as a legitimate function of the library. We agree that librarians could be more careful in putting their requests in proper form, that some libraries and borrowers are tardy in returning materials, that the need for some material requested may be trivial, that books are undoubtedly borrowed for class use or for undergraduates. We agree that heavy volumes should not be requested for the sake of a half-dozen pages that could be repro-

duced photographically for less than the cost of transportation. We can only try to keep these minor abuses to a minimum. The cost of transportation, however, constitutes a considerable budgetary problem. It is difficult for some libraries to justify charging individuals for transportation, when other libraries absorb the costs. It is difficult for some libraries to convince their administrations that special funds should be allotted for the purpose, when only three out of forty-nine libraries have found it necessary to do so.

Washington University Library has arrived at this impasse: much as it regrets to do so, it will find it necessary to begin assessing borrowers for part or all of the transportation costs unless it can persuade the administration to set up special funds for the purpose. We firmly believe that book funds and funds provided for other services should not absorb this increasing cost. And yet we feel that interlibrary loan service is one of the most positive contributions any research library can make to a national program of research.

Since research is a national problem, interlibrary loan service deserves to be considered on that level. Two general approaches to this problem are suggested. First, it is recommended that college and university libraries participating in interlibrary loan service unite on a common policy in requesting that special funds be provided at each institution for meeting the costs of this service, either transportation costs alone, or transportation plus personnel. It is believed that book funds, departmental funds, supply funds, or salary funds should not be drained to provide transportation costs.

The second approach, more ideal and perhaps more difficult to attain, was suggested some years ago by Dr. J. Christian Bay. If, as suggested above, interlibrary

loan service is part of a national research program, the federal government should be urged to extend the franking privilege to libraries. The total research program of the nation consists of innumerable little segments of work being done in the various universities and research institutions. The sum total of this effort is the national research program. The life of the nation depends on it. It would seem eminently proper that the government recognize the importance of the interlibrary loan phase of this program and open the doors wide to the full extension of service that forward-looking librarians would welcome. The full benefits of interlibrary loans in furthering research will not be felt until research workers, the nation over, have at their command the research facilities of the nation.

There is another aspect of the interlibrary loan problem which can be considered as going beyond the bounds of local administration. It is evident that the nation will be without complete union catalog and bibliographic aids for some years to come. The tremendous accomplishments of the Library of Congress in this direction are still far from complete realization. A partial solution of this lack may be found in the following procedure. Conventional bibliographic citation procedure requires, among other things, that the writer note complete bibliographic data for the works cited in his writings. It fails to require what may easily be of primary importance to the person using the bibliographic citations: the location of the book cited. It is suggested that a program for including in standard bibliographic citation form a symbol to indicate the location of the book cited be initiated. The symbols themselves are available in the Library of Congress handbook, *Symbols Used in the Union Catalog of the Library of Congress*. It is suggested that, as a part of standard bibliographic citation

Table  
Interlibrary Loan Practices and Services in 48 College and University Libraries

Library	Charge to User		Number		Special Fund	Written Policy
	Flat Rate <sup>1</sup>	Transportation	Borrowed	Loaned		
Brown	n	n	378	558	n	n
Bryn Mawr	n	y	246	246	n	n
California (L. A.)	n	y <sup>2</sup>	934	889	n	y
Chicago	n	n	1085	3834	n	n
Cincinnati	n	n	210	514	n	n
Colorado	n	y <sup>3</sup>	555	460	y <sup>4</sup>	n
Columbia	25¢ pv	—	1675	4218	n	y
Cornell	n	y <sup>5</sup>	604	1260	n	y
Dartmouth	n	y <sup>6</sup>	172	625	n	n
Duke	n	y <sup>5</sup>	1061	1780	n	n
Harvard	n	n	919	4320	y	y
Indiana	n	y <sup>7</sup>	886	985	n	n
Iowa	n	n	—	—	n	n
Iowa State	50¢ pv	—	382	756	n	n
Joint University Libraries, Nashville, Tenn.	n	y	853	1266	n	n
Kansas	n	n	442	453	y	n
Louisiana	n	y <sup>8</sup>	455	784	n	y
M.I.T.	n	y	748	6533	n	y
Michigan	n	n	906	2691	n	y
Minnesota	n	n	442	1180	n	n
Mt. Holyoke	n	y	209	110	n	y
Nebraska	n	y	161	405	n	n
New York University	\$1 <sup>9</sup>	—	153	301	n	n
North Carolina	n	n	1990	1317	n	y
North Dakota	n	y <sup>3</sup>	39	57	n	n
Northwestern	n	y <sup>9</sup>	1351	1869	y <sup>10</sup>	n
Oberlin	n	y <sup>3</sup>	271	462	n	n
Ohio	n	n	746	1335	—	n
Oregon	n	n	1656	1022	n	n
Pennsylvania	n	n	696	1306	n	n
Pittsburgh	n	y <sup>3</sup>	319	252	n	n
Princeton	n	n	845	1696	n	n
Rochester	n	n	256	1078	n	y
Rutgers	n	n	—	—	n	n
St. Louis University	y <sup>11</sup>	n	171	106	n	y
Smith	n	n	454	186	n	y
Stanford	n	y	—	—	y <sup>12</sup>	y
Temple	n	n	353	460	n	y
Texas	n	n	453	1543	n	y
Vassar	n	n	147	90	n	y
Virginia	n	y	518	754	y <sup>13</sup>	n
Washington University	n	n	215	220	n	n
Washington (State) University	n	n	471	1678	n	n
Washington State	n	n	—	—	n	y
Wellesley	n	y	90	109	n	n
Western Reserve	n	n	179	530	n	n
Wisconsin	n	n	694	900	n	n
Yale	n	y	416	1509	n	n

N=No; Y=yes.

<sup>1</sup> None of charges shown in this column are made against other libraries or outside borrowers, only against persons within the institution using the service.

<sup>2</sup> For "special borrowers."

<sup>3</sup> Faculty does not pay.

<sup>4</sup> Special fund for faculty loans to cover transportation.

<sup>5</sup> Borrower pays charges one way.

<sup>6</sup> Persons outside college pay transportation charges.

<sup>7</sup> Only if \$10 or more.

<sup>8</sup> Flat rate charge of \$1 per book made to students at N.Y.U. only, no charge to faculty or other libraries.

<sup>9</sup> Faculty members allotted \$2 each per year, pay all transportation costs incurred over that figure; students pay all transportation costs.

<sup>10</sup> Only enough to pay the \$2 allotted each faculty member annually.

<sup>11</sup> \$1 for first title, 25¢ for each additional title in same unit. Against users within St. Louis University only, no charge to other institutions.

<sup>12</sup> Salary of person handling interlibrary loans comes from a special fund.

<sup>13</sup> Special \$300 fund to cover messenger service, addressing labels, wrapping packages.

procedure, writers be encouraged to include a symbol indicating the location of the books referred to in any bibliographic citation. In the course of a few years, the nation would have innumerable union catalogs in subject form indicating locations of large segments of research material. Since scholars usually get their information on books wanted from such bibliographical citations, they would at the same time have available information as to the location of the book. A suggested bibliographic citation form, including the symbol device for the holding library, might be set up as follows:

Parker, Nathan H. *Missouri Hand-book*.  
St. Louis, P. M. Pinckard, 1865.  
(MoSW)

These two solutions: one a suggestion for a bibliographic device to perform some of the functions of union catalogs; the other,

two proposals for relieving libraries of their most pressing problem in the extension of interlibrary loan service, are recommended. Continued international rivalry will undoubtedly require greater integration and extension of research on a national scale. Libraries have a crucial role in this picture, for no research can be adequate without ready access to materials. It is suggested that librarians present the interlibrary loan problems as one aspect of what is a national problem: the problem of promoting research and improving research facilities. It can be presented as such to the federal government in lobbying for extension of franking privileges. It can also be presented as such to research institutions and workers in securing their cooperation in the use of library symbols as a standard part of bibliographic citations.

## The Librarian as Teacher

(Continued from page 123)

the exhibit consists of four or five questions which are suggested as fundamental to the problem. Although a staff member assumes final responsibility for the exhibit, the student assistant obviously must scan the material available to make a preliminary selection and to suggest pertinent questions.

Finally there is the large class of student jobs which are of educational value chiefly because they help develop good personal qualities, sense of responsibility, habit of carrying work through to completion, ability to organize work, etc. These should, of course, accompany anything

else the student learns. There are some types of work which are particularly helpful in this respect—for example, service at a reserve desk where the student may be left in charge at certain periods. The development of these qualities in the student assistant depends upon good personnel practice in the library and the teaching ability of the staff member who supervises the student's work.

The opportunities open to the librarian as a teacher in the library are almost limitless. It remains only that he accept and welcome these opportunities and participate actively in this role.



# Science and the Library<sup>1</sup>

*Dr. Morse is professor, the Institute for Advanced Study, Princeton University.*

THE KINDLY, humorous and learned words with which Dr. Chalmers has characterized some of the mathematicians of the past strengthen a resolution which I have long entertained, to seek an alliance with humanists of his type on behalf of those scientists who are against the growing scientific materialism of the present day. I accept his description of the intellectual agility and formidable severity of some of the historic figures in my profession, and recall the story of Euler and Diderot at the court of Catherine the Great. According to this legend Diderot had finished his supposed proof before the assembled court, of the non-existence of God, and it was Euler's duty to reply. Knowing well that Diderot was weak in mathematics Euler turned to Diderot and declared with great solemnity and perfect conviction: "Sir

$$\frac{a + b^n}{n} = x,$$

hence God exists; reply!" The helpless Diderot retired in confusion. The nice question as to whether the end justifies the means arises here.

When your librarian, Mr. Parker, first asked me to speak on science and the library, I was a bit puzzled as to what to say. One takes a library for granted to such an extent that reflection was required. The first idea that came to me concerned

the use made of the stacks of the Harvard library by a former graduate student, now a distinguished professor. Among the other graduate students using the stacks was a particularly beautiful Radcliffe student, and my friend made the stacks the scene of a successful courtship of this young woman. After they were married the firstborn was appropriately named Widener. Here there was a felicitous use of the library in the pursuit of beauty. However, this illustration seemed to me to be lacking in universality, so that I felt compelled to drop it.

Then it occurred to me that a library was indispensable in laying the foundations of knowledge. This idea was brought home by my two-year-old Peter, who employed my books as building blocks. The trouble with this illustration was that the edifices which he laboriously constructed always toppled over; besides, the choice of the books was not discerning, so that this lead had to be abandoned along with the first.

In the meanwhile, if we may believe the psychologists, my subconscious mind had been working, and a serious idea came to the surface. It was that a library is an integral part of life, and that the philosophy of its use must flow from a general philosophy of life. My convictions as to the nature of values in science were definite, and it at once appeared that these concepts of value had the most intimate connection with the problem of the growth, use, and meaning of a library.

How then to convey an accurate conception of a more or less individualistic

<sup>1</sup> An address given at the Library Supper, Kenyon College, June 13, 1948.

philosophy in a few moments? I could resort to terms: I could say that I was a realist, and be mistaken perhaps for an empiricist or a Republican; or I could say that I was an idealist, and be mistaken for a conceptualist or a Democrat. In spite of the obvious dangers in my course I shall nevertheless begin with a label.

Seriously, with some hesitation, and with more pretension than I like I shall call myself a scientist-humanist-theist. To drop any term in this trilogy would mar the synthesis I have in mind. That humanism and theism are sometimes regarded as contradictory everyone knows, but I doubt the presence of anyone in this audience who feels this contradiction. To say that true humanism denies theism in the Christian sense is to deny the fatherhood of God. I am a scientist by inclination, a humanist by experience, and a theist by the light of reason and a great need.

In all that I have seriously to say I am assuming that the attitude of my listeners is one that belongs to a liberal arts college. If I deplore certain new tendencies toward scientific materialism, it is not implied that such tendencies exist here. I hope that what I shall say may reinforce your convictions and make you realize a little more keenly the great dangers immanent in the impetuous evolution of the present day.

The library of a college, whether small or large, is the symbol of the continuity and universality of our civilization. There has never been an age more in need of the wisdom of the past, or a country more likely to suffer from scientific or philosophic provincialism, than our own. Activity for activity's sake, computation without understanding, statistics as an end, gadgetry instead of science—these things are marks of today.

In the world at large confusion about value and significance in science is widespread. The contrast is not one between

state-controlled scientific materialism as it exists in Russia and the idealism historically associated with science, but a contrast between scientific materialism and confusion. To this confusion there is added a generally unrecognized, and increasing determination of the sense of scientific values by the events of the day, as interpreted by the press, radio, and screen. It matters little if science is valued more highly, if it is valued more highly for specious and fortuitous reasons. The fact that today's history is fateful, that life and death are at stake, explains in part an increasing perversion of scientific values; but there can be no real justification of a failure to more perfectly relate values in science to the inner life and to the dignity and serenity of man.

Our age has substituted the idea of control of things and of men for the ideal of wisdom and understanding. The size of a man's laboratory and the number of dollars in his budget have become the measure of his value. Let us begin education with understanding and never forsake this ideal.

The library is a symbol of this ancient objective and a principal instrument in its pursuit. The young student in science (including mathematics) must be intellectually aroused and properly led. For these ends there has never been any one book thoroughly adequate. A student can approach science in many ways; he can approach mathematics, for example, by way of algebra, or geometry. By taste or aptitude he may find one of these ways more natural than the other. This variability of aptitude in algebra and geometry is found even in the greatest mathematicians. I have in mind the case of the leading geometer in Oxford at the present day. As a student he was regarded as uninspired by his teacher, the greatest mathematician in England. A mathematician from this country who was for one year an exchange professor at Ox-

ford discovered other tastes and talents in this student with a resulting transformation, first in enthusiasm, and second in attainment, so that this student is now a famous scholar.

In the library then, there must be the books which inspire, and those which lay enduring foundations. Such books vary with the subject and the age; their suitability depends upon the student. Even the foundations of logic change from age to age. Only the most skilful educator can properly apportion the emphasis on logic or intuition which is appropriate for a given student. The books for the undergraduate can be small in number if wisely chosen.

In following the democratic ideal of primarily serving the undergraduate students, American colleges uphold our tradition and fill our greatest needs. However, in too exclusively following this path some American institutions of learning have wellnigh lost sight of the great objectives of medieval universities. As avowed carriers and custodians of the knowledge and culture of the past, the ancient universities—Paris, Pisa, Oxford—regarded themselves as belonging to all time and ages. We can abandon this old concept of a university only at our peril. The underlying ideals are in the heart of every true scholar, and are fortified by every good library.

When, for example, a mathematician has done what he can to understand relativity, he may turn back to Newton. If he reads carefully he will be surprised to find that Newton, like Einstein, doubted the constancy of mass, something that seems to have been unrecognized for several centuries. Or if he turns to the *Comptes Rendus* around 1908 he may find Einstein, Lorentz and Poincaré in a discussion of the antecedents of modern physics. One sees how the intuitions of Einstein and Lorentz could be shaped and in part antici-

pated by the logic of Poincaré. From these records it is clear that advance in science is inevitable, but that the path is as fortuitous and as variable as the genius of the men involved. It is the library which makes this discovery possible.

There is a very practical sense in which a college must recognize the dependence of a theoretical scientist on the library. The demand for competent scientists on the part of industry and the research agencies of the government has been augmented to such an extent in these last years that colleges and universities are finding it extremely difficult to retain their staffs. This has been brought home to me very vividly by the experience of two of my former students. One has had his salary tripled in the last three years and has moved three times. The other has refused a salary twice his present salary, because his university has recognized his scholarly interests and has made the circumstances surrounding his work most favorable. The conclusion in the present connection is that the existence of an adequate (but not necessarily large) reference library in a theoretical science is indispensable to retain any young scholar worth retaining. At one time it used to be the case that a scholar could go through life as a teacher on the momentum of his doctor's thesis. With the pace of advance what it is now, I doubt whether this point of view is tenable any longer. Young men know that to keep alive intellectually they must write and create. It is thus clear that an improvement in the qualities of a library is one of the best ways to reward the young scholars in any college.

The opportunity of obtaining a journal by loan from another library is not an adequate substitute for having the journal at hand in the home library. I have gone to the library as late as ten o'clock in the evening in order to resolve an uncertainty that might leave me sleepless that night.

Waiting several weeks for a book would necessitate a choice between various alternatives, all undesirable—trying to duplicate the research already in print, being frustrated for a month, or breaking the continuity of the research program.

For the scholar at work today there is another reason why the library is indispensable. The world is divided—almost but not wholly. We still get journals from Russia, Poland, Czechoslovakia, and we know that in science the intellectual activity in these countries is intense. The receipt of their journals is one of the effective realities of the present day preventing us from underestimating these separated nations. It is the slender thread of a common interest which must someday grow into a proper understanding. The scholar of course cannot afford to ignore the research behind the iron curtain. He penetrates the iron curtain not by bullets but via the library.

I have spoken of the conventional needs of the student and the scholar for a good library. A word may be added for the value of the library for the few, for those who are seeking to reformulate the philosophy of history and culture, of science and religion. For these the library is indispensable. They must go beyond the platitude that there is no conflict between science and religion. What is needed is an active

*rapprochement* between science and religion, a mutual adjustment of language, a removal of ambiguity, a sober and just recognition by natural science and theology of their common boundaries—not less faith, but more faith, with less doubt as to what is reason and what pretense to reason. The thoughts of St. Augustine must be retraced in their dependence on Plato, and those of St. Thomas with his preference for Aristotle. With a science and logic now available far beyond that of Aristotle, there should be a comparable advance in the form of presentation of religion in its relation to science, and the way in which reason may lead to belief.

For some this may not be necessary; by many others it will not be understood. For the few, the future scientists and philosophers—the potential Whiteheads, Toynbees and Maritains—such a clarification is overdue. For these there is no other approach so consistent with the tenderness, severity and integrity of their minds, or the decisive role which they are destined to play. In some quiet library with its treasures of the past and its record of the present, with its air of otherworldliness, if you please, but with its very real concern with what is to be, the student of today and the scholar of the future may one day bring these things to pass.

## Instruction in Library Use

*(Continued from page 144)*

concentrate on one (here considering objectives one and two as a unit) fundamental, realizable aim is likely to result in riding off in all directions at once. The course should eschew anything but the severely practical. Secondly, it is unwise to attempt to accomplish what is better and more easily accomplished elsewhere. It is entirely fitting that librarians wish students to make more use of the library

and to adopt more effective methods of study. This concern should, however, take the form of exerting pressures where they will do the most good. If, as seems probable, this instruction has not enjoyed the fullest success on the elementary and secondary school levels, it is also true that there has been only a qualified success on the collegiate. This has been due partly to the lack of definite objectives.



By NORMAN BURNS

## Accrediting Procedures with Special Reference to Libraries<sup>1</sup>

*Dr. Burns is secretary, Commission on Colleges and Universities, of the North Central Association of Colleges and Secondary Schools.*

TO MANY college officials the North Central Association is just one more of the seemingly innumerable agencies, groups, and individuals asking for reports. What is your enrolment? What is your endowment income? How many books do you have in your library? What percentage of your income is from tuition? How many Ph.D's do you have on your faculty? These agencies, groups, and individuals ask for reports with complete disregard, so it seems, for the fact that filling them out takes time and costs money—time and money which the college official would much prefer to spend on developing some of his many ideas for strengthening the program of his institution.

Many of these requests for information come from researchers, students of education who need facts on which to base their studies. The administrator can pick and choose among such requests, basing his selection on the seeming merit of the request in relation to the amount of work required. But when it comes to the accrediting agencies, he does not have this free choice. He must comply with all requirements set down by such associations as a condition for maintaining the academic respectability

of his institution. Therefore he makes out all the reports required. It would not be so bad if these accrediting agencies stopped with reporting. "But," says the harried administrator, "they don't stop there. I assemble the data they want; they analyze it; measure the results by a yardstick of preconceived notions as to what a good institution should be. Then they inform me that the chosen company of the approved is not for my institution. I don't have enough books in the library, or my staff does not have enough persons holding the Ph.D."

This administrator, if he is sufficiently unorthodox, may wonder whether it may possibly not be more important that the library have the books required by the curriculum, that they be distributed in accordance with the relative emphasis placed on various elements in the curriculum, and that the students use the books, rather than that there be a certain number of books in the library. If he is a complete heretic, he may even raise a question as to whether possession of the Ph.D degree is the *sine qua non* of good teaching.

There is an even more serious consequence of this imposition of "standards" by outside agencies on which I should like to comment. One of the outstanding characteristics of American higher education—one of its greatest strengths—is institutional individuality. This individuality is preserved only to the extent that each institution is free to examine the needs of the

<sup>1</sup> Paper presented at the meeting of the Junior College Libraries Section, A.C.R.L., Chicago, January 21, 1949.

particular clientele it wishes to serve, to define its functions in the light of that area of needs which it feels it can meet effectively, and then to set up a program and organization designed to attain the objectives which it has set for itself.

The accrediting agency which sets arbitrary minimum standards to which all institutions must conform tends to force all institutions into the same mold. To the extent that it enforces a set of minimum standards, it takes over the administration of the institution through limiting the freedom of the institution to plan its own affairs. This danger is so real that more than one eminent educator has called for an end to all accrediting, feeling that the evils of accrediting outweigh whatever benefits are to be derived.

The North Central Association attempts to avoid this danger. Fundamental to its purposes is the preservation of institutional initiative and individuality. I quote from the *Statement of Policy Relative to the Accrediting of Institutions of Higher Education*:

"In its accrediting procedures the Association intends, within the general patterns of higher education, to observe such principles as will preserve whatever desirable individual qualities member institutions may have. While it is necessary to emphasize certain characteristics that are recognized as basic, such as the competence of the faculty, the representative character of the curriculum, effective administration, standards of student accomplishment, and financial adequacy, it is regarded as of prime importance also to protect such institutional variations as appear to be educationally sound. Even in these basic matters it is clear that considerable divergence from average or optimum conditions may occur without perceptibly detracting from the essential educational worth of an institution. Uniformity in every detail of in-

stitutional policies and practices is believed to be not only unnecessary but undesirable. Well conceived experiments aimed to improve educational processes are considered essential to the growth of higher institutions and will be encouraged."

It is clear, then, that in appraising the worth of an institution it is essential that one begin with the purposes of the institution and proceed from there to examine its program—the curriculum, the faculty, the student personnel services, the library—in the light of the particular goals which the institution has set for itself. Implicit in this approach is the concept of a qualitative approach rather than reliance on merely quantitative measures. Quantitative measures are, to some extent it is true, used in the North Central accrediting procedures, but only where there is evidence that such quantitative measures are related to institutional quality. Furthermore, all the criteria employed are used not as separate and discrete measures, but are considered rather in relation first, to the purposes of the institution, and second, to all other characteristics of the institution. For example, one of the measures of faculty competence has to do with the extent to which the faculty holds graduate degrees, but no institution is refused North Central accreditation because the percentage of graduate degrees falls below a set minimum. Our concern is rather with the total pattern which an institution presents in the light of its professed objectives and in comparison with other institutions of the same general type. The number of graduate degrees is only one item in the total pattern, and may be expected to vary from one institution to another.

An accrediting agency, like any other social institution, must continually examine its purposes and procedures with a view to improvement; must be flexible enough to make the adjustments called for

by changing conditions. Failure to do so may mean that the agency acts to exert a retarding influence on educational progress rather than as a constructive force lending its weight to educational improvement.

As one piece of evidence of North Central Association's awareness of this problem, I can point to the study of the junior or community college now underway under the sponsorship of the association. This institution is developing in response to social demands for an extension of educational opportunities on the post high school level and is assuming a place of growing importance in the American education scene. The association would be derelict in its responsibilities if it were to ignore, in connection with its accrediting activities, the unique character of this institution and were to continue to think solely in terms of the standard college and university. The study which is being carried on seeks to define the characteristics of the effective junior college and to develop appropriate criteria of excellence.

What I have said so far is by way of explanation of the North Central Association's general approach to the matter of accrediting. Let us see how these general principles are applied in the evaluation of the college library. First, I am glad to say that we do not ask how many volumes are in the library. Having made this statement with justifiable pride, I must then admit that we are not wholly satisfied with our evaluative techniques in the area of the library (or, for that matter, in other areas). I hope we never become completely satisfied. With complacency comes the end of progress.

Though the number of volumes is not a matter of importance we are, of course, concerned with the adequacy of the holdings. Under present procedures we attempt to get at this matter in several ways. For one thing, we are concerned with the ade-

quacy of the holdings of standard works of general reference and special reference where pertinent to the curriculum of the institution. It is also obviously important that the library receive and make accessible the better general magazines, together with the standard periodicals in the fields included in the curriculum.

Checklists are employed for measuring the holdings of reference books and periodicals. These checklists were carefully constructed by a committee of librarians representing various types of institutions. But the checklist technique has, as you all know, serious weaknesses. In the first place, checklists get out of date very soon and practical considerations preclude as frequent revisions as would be necessary to keep them up-to-date. Then, too, since institutions are rated on the basis of the checklists, it is hardly surprising that they are sometimes used as buying guides. This not only destroys the value of the checklist as a measuring instrument, but—and this is even more serious—the institution is then buying the books it needs to secure a high rating rather than the books it needs for the institutional program.

Before proceeding further, I should report that our procedures for the evaluation of libraries are being re-examined by a representative committee of librarians, revised report forms are being prepared, and member institutions will be asked to make a report on their libraries next autumn. The checklist device will be subjected to particularly searching scrutiny, and may be abandoned. I cannot say what will be substituted for the checklists, should their use be discontinued. It may be found that expenditures for library purposes, for books, periodicals, visual aids, and other materials correlate highly with adequacy of holdings; if this were the case it would not be necessary to attempt to measure adequacy of holdings directly.

Whether or not this turns out to be the case, it is clear that the level of expenditures is an important factor, since good intentions can hardly be realized unless funds are available for library purposes. Information is therefore secured on expenditures for books over a five year period and on library salaries.

Expenditures for library purposes and library holdings contribute only to the *potential* effectiveness of the library; they do not directly measure its actual effectiveness. The best of facilities, library or otherwise, are of little value unless they are used. Clearly, the effectiveness of a library is reflected in large part by the manner in which and the extent to which it is used by the students. This is, admittedly, a difficult matter to get at directly. I am sure you would agree that there is no statistical measure of student use which is wholly satisfactory.

It is also important in this connection that there be evidence of efforts to encourage student use; sufficient copies of reserved books; direct access to books, such as open stacks, at least where the institution is small enough to permit easy supervision; special facilities for leisure reading; extension of library materials to student housing facilities; advertising of books for displays and notices.

The effective college library must of course serve the faculty as well as the students. Is provision made for supplying books and professional journals which will contribute to the professional growth of the faculty member even though they are too technical or specialized to be useful to most of the students? Does the librarian assume the responsibility for the preparation of lists of new and important publications for distribution among the teachers? Is regular provision made for informing teachers of the receipt of new publications? Are teachers permitted to withdraw and

keep for a long period of time books which are not in demand by students? These are among the questions that are asked. Also of importance is the extent to which faculty members actually take advantage of the provisions made to facilitate their use of the library. Faculty use, like student use, is difficult to measure directly, but institutions are encouraged to keep records.

Let me return for a moment to the matter of holdings. As in other aspects of institutional appraisal, the North Central Association's concern is that the holdings reflect the purposes of the institution, and, since the library is important only in relation to the total institutional pattern, that the holdings be appropriate to the curriculums offered and the courses taught. Clearly, an institution should have the most complete collection possible of library materials in those fields in which it has the most students studying. A large collection of materials relating to subjects not considered in the courses offered is not regarded as contributory to the effectiveness of the library. In setting up the budget, funds should be allocated in terms of some systematic procedure for determining the relative needs of the various areas.

I have tried to set forth briefly the general point of view underlying the North Central Association's accrediting procedures and to indicate the kinds of things we look at in appraising the library. As you can see, there are weaknesses in these procedures, and there are also omissions—for example, there is no reference in the present statement of criteria to audio-visual materials. As conditions change in the world of education we must re-examine our procedures and do what we can to remedy the deficiencies. But if the general principles of accrediting under which we operate are sound—and I believe they are—the association can be a constructive force for the improvement of educational practice.



# College and University Library Statistics

THE ANALYSIS of statistics appearing in this issue of *College and Research Libraries* has been made by the librarians who have been responsible for their compilation. Information for the college and university library statistics was gathered by Donald E. Thompson, director of libraries, Mississippi State College (Group I), and Dan Graves, librarian, Willamette University Library (Group II). The teachers college and normal school section was prepared by Wendell W. Smiley, librarian, East Carolina Teachers College.

The 1947-48 college and university library statistics for Group I show a definite upward swing in most categories over previous years. More libraries reported their figures. In 1945-46 there were 45 reports, in 1946-47 there were 51 reports, and in 1947-48 there were 63 reports. Amounts spent for total library expenditures and the individual items composing these totals have increased. Individual salaries being paid have become larger and there have been more staff members added. Many rates of pay for student service are better.

The new statistical report form is a great improvement over the old form. It has eliminated some of the unessential questions and still presents all of the necessary information. More items might be eliminated and still have enough essential statistics for everyone concerned. Five questions were answered by very few libraries. These concerned transactions regarding interlibrary loans, photostats, and microfilms, and information about the number of reference questions answered and bibliographies compiled.

There are some drawbacks in the present

report system. Too many libraries continue to give sketchy information. For example, 63 libraries sent in report forms but only 42 reported salaries for the chief librarian, only 51 reported salaries for department heads, and some reported no salaries at all. In many other instances information was withheld. If an adequate picture of library statistics is to be obtained, it will be necessary for more libraries to report on all of the items.

The A.C.R.L. Statistics Committee is now working on several problems concerning statistics. Some of these are:

1. The possibility of getting individual libraries to report on more of the items.
2. A better and more complete distribution system for sending out the report forms.
3. A possible revision of the statistical forms.
4. The desirability of sending out the forms sooner so that the results can be published in the January issue of *College and Research Libraries*.

An analysis of the teachers college and normal school data reveals that the following three schools, included last year, did not submit reports: State Teachers College, Geneseo, N.Y.; Black Hills Teachers College, Spearfish, S.D.; State Teachers College, Farmville, Va. The State College at Fairmont, W.Va., sent in its report too late for inclusion. Seven schools not in the 1946-47 tabulation are included in the present listing.

The tabulation seeks to provide a good cross-section of the entire country as libraries from every region are represented. The present listing includes 45 schools, as compared to 41 in the 1946-47 tabulation.

# College and University Library General Statistics

Library	Fiscal Year Ending	Faculty Regular Session	Members Summer Session	Student Enrollment <sup>1</sup> Regular Session <sup>4</sup> Undergraduate	Graduate	Summer Session <sup>4</sup>	Book Stock <sup>1</sup>	No. of Volumes Added	Newspapers Currently Received	Periodicals Currently Received	Circulation Volumes Lent for Home Use <sup>2</sup>	Reserved Book Loans <sup>3</sup>
Alabama	30Se48	1116	841	8491	278	4842	304,083	30,224	126	2293	135,227	131,827
Arizona	30Je48	382	107	4956	191	2031	205,403	10,070	53	1570	40,761	200,091
Arkansas <sup>10</sup>		347 <sup>7</sup>	...	4667	164	2752 <sup>9</sup>	236,096	10,143	22	1302	60,139	151,250
Brown	"	488	0	4478	480	0	701,094	25,047	30	6500	100,904	112,008
California (Berkeley) <sup>10</sup>	"	4066	545 <sup>11</sup>	18,417	4074	18,054 <sup>12</sup>	1,554,282	133,576 <sup>13</sup>	500	18,000	380,292	568,670 <sup>14</sup>
California (Los Angeles)	"	1092	432	12,705	1686	13,028 <sup>15</sup>	623,906	42,064	230	10,684	180,000	319,379
Chicago	"	794	...	...	...	...	1,705,398	64,368	104	7368	303,267	758,514
Cincinnati	"	896	125	7657	620	2243	621,752	18,316	27	2023	62,574	133,424
Colgate (Hamilton, N.Y.)	"	140	41	1448	34	494	162,569	6433	7	638	29,704	71,963
Colorado <sup>16</sup>	"	698	565	8867	695	7215	683,849 <sup>17</sup>	36,385	45	2901	124,002	496,825
Colorado A. & M.	"	442	73	3606	103	...	126,819	5170	73	885	32,742	22,619
Columbia	"	2568	...	30,686 <sup>18</sup>	...	18,025	1,900,488	62,065	117	5004	...	...
Dartmouth	"	365	0	2985	16	0	658,915	19,016	42	1932	77,708	228,947
Denver	31Ag48	626	316	9574	796	6267	219,181	22,378	32	1386	112,307	92,035
Duke	30Je48	581	140	3682	1385	1800	927,665	30,868	79	3620	134,050	173,377
Florida	"	748	...	7628	549	9017 <sup>19</sup>	331,294	39,230	143	2343	107,573	74,718
Georgia	"	465	275	7464	382	4145	225,086	12,748	52	1563	36,445	120,705
Harvard	"	...	...	5612	6091	...	5,119,967	151,648	...	3165 <sup>20</sup>	209,495 <sup>21</sup>	223,517 <sup>22</sup>
Howard (Washington, D.C.)	"	334 <sup>23</sup>	...	4437	1158	...	198,922	12,888	57	1107	77,256	86,313
Illinois	"	3967	...	22,721 <sup>24</sup>	2390 <sup>25</sup>	8651 <sup>26</sup>	2,185,108	108,896	544	17,094	422,644	828,259
Indiana	"	618	277	11,751	2425 <sup>27</sup>	5402 <sup>28</sup>	755,727	...	167	8836 <sup>29</sup>	239,523	483,710
Iowa	"	666	368	8721	1518	5163	602,923	14,510	92	2356	187,728	289,017
Iowa State	"	1522	286	8805	794	3517	390,371	13,797	99	2284	103,386	11,301 <sup>30</sup>
Joint University	30Ap48	576	292	4102	1452 <sup>31</sup>	3925 <sup>32</sup>	515,853	27,788	30	3539	254,298	206,572
Kansas	30Je48	843	289	8878	613	3459	393,794	12,709	196	1531	51,790	319,264
Kentucky	"	938	447	7300	502	4346	437,162	30,681	135	1831	90,379	38,609 <sup>33</sup>
Louisiana State	"	910	367	8970	795	4931	339,030 <sup>34</sup>	19,065	71	1593	64,121	13,682 <sup>35</sup>
Michigan	"	1056	478	15,039	7826	11,161	1,376,425	36,056	147	6235	223,247	1,098,235
Michigan State	"	1387	490	14,326	892	5288	232,371	22,381	41	1836	148,039	232,150
Minnesota <sup>36</sup>	"	3084	1135	28,312	2932	32,328 <sup>37</sup>	1,529,889	55,198	123	24,352	429,718	229,856
Mississippi	"	220	...	3277	149	1935	160,956	...	...	...	36,063	35,660
Mississippi State	"	795	145 <sup>38</sup>	3472	110	2048	125,698	8018	73 <sup>39</sup>	1500 <sup>40</sup>	21,057 <sup>41</sup>	19,384 <sup>42</sup>
Missouri	"	621	287	10,709	743	5282	566,337	19,828	...	...	126,567	296,170
Mount Holyoke	"	146	0	1142	54	0	211,397	6615	13	892	25,618	35,786
New Hampshire	"	226	...	3735	132	2518 <sup>43</sup>	150,861	7750	50	1085	55,443	8046 <sup>44</sup>
North Carolina	"	600	305	6082 <sup>45</sup>	780	7905 <sup>46</sup>	514,797	20,330	63	4312	224,600	40,573 <sup>47</sup>
North Dakota	"	160	76	2652	138	852	157,291	4094	40 <sup>48</sup>	612 <sup>49</sup>	28,365	29,439
Northwestern	31Ag48	1926	484	24,357	1440	10,829	935,448 <sup>50</sup>	48,312	70	7062	162,645	254,865
Oberlin	30Je48	192	31	2074	196	376	472,031 <sup>51</sup>	8025	29	1290	117,197	35,700 <sup>52</sup>
Ohio State	"	2305	956	22,910	2493	12,531	766,820	44,757	92	3358	183,594	1,126,530
Oklahoma	"	491	295	12,301	1036	4755	291,512	11,922	43	827	77,366	78,913
Oregon	"	387 <sup>53</sup>	121	5675	480	2914	401,264	12,975	133	3207	201,461	184,722
Oregon State	"	835	132	7143	319	2634	231,545	12,703	105	1914	77,673	116,457
Pennsylvania	"	1950	...	14,334	5148	3629	1,151,199	31,284	59	2846	198,016	75,968 <sup>54</sup>
Pennsylvania State	"	1348 <sup>55</sup>	441	7603	807	...	294,407	14,800	60	3333	96,527	191,846
Pittsburgh	"	1300	...	14,300	4963	9120	513,500	33,600	21	3217	119,500	135,200
Princeton	"	320	0	3455	577	0	1,119,695	34,312	...	...	133,626	188,624
Rochester	"	831	122	4371	627	2146	479,617	16,262	52	2695	117,035	165,834
Smith	"	270	27	2174	154	223	345,372	10,987	32	1236	51,344	24,215 <sup>56</sup>
South Dakota State	"	278	73	2364	62	666 <sup>57</sup>	88,683	5408	11	950	21,144	23,910
Southern Methodist	"	346	...	6723	308	7832 <sup>58</sup>	244,311	14,500	28	1084	140,409	124,655
Temple	"	667	321	11,481	1141	7681	291,603	21,147	38	1940	80,049	132,237
Tennessee	"	1684	383 <sup>59</sup>	7168	718	5187	290,298	15,810	39	2023	120,515	156,698
Texas	31Ag48	783	438	16,009	1364	17,424 <sup>60</sup>	868,171	36,757	197	6038	175,366	901,626
Vassar	30Je48	234	0	1368	9	0	263,134	4877	39	1365	42,192	21,816 <sup>61</sup>
Virginia	"	318	110	3871	1248	1598	514,900	30,074	173	3437	...	...
Virginia State	"	167	111	1386	56	850	40,506	5502	17	312	52,680	46,871
Washington (St. Louis)	"	1360	276	6964	1114	4439	490,834	20,976	5	2574	97,442	95,824
Washington (Seattle)	31Mar48	1450	714	14,340	1650	7314	627,426	30,706	210	9140	195,420	218,022
Wayne	30Je48	1025	330	15,604	2318	7109	319,334	35,546	42	2549	99,726	152,943
Wellesley	"	222	...	1723	45	...	254,753	6794	26	1064	46,180	35,659 <sup>62</sup>
Wyoming	"	424	163	3202	160	2356 <sup>63</sup>	139,513	6567	57	924	66,301	53,573
Yale	31My48	1299	...	5696	3149	...	3,770,813	128,083	125	6030	204,669	107,738
High		4066	1135	28,312	7826	32,328	5,119,967	151,648	544	24,342	429,718	1,126,530
Median		683 <sup>64</sup>	281 <sup>65</sup>	6924	661 <sup>66</sup>	4392 <sup>67</sup>	401,264	19,828	57	2288 <sup>68</sup>	107,573	154,820 <sup>69</sup>
Low		140	0	1142	9	0	40,506	3408	5	318	21,057 <sup>70</sup>	22,619
N <sup>71</sup>		58	46	59	58	50	63	61	59	60	61	48

1 Total at end of fiscal year. 2 Excludes overnight loans and loans of reserved books. 3 Includes overnight loans. 4 For circulation. Some libraries have added hours for reading and study only. 5 As of third week, fall term. 6 Graduate and undergraduate combined. 7 Excludes agricultural extension. 8 Not reported or not available. 9 Total less duplicates. 10 Record not kept for reserve room. 11 Includes 53,567 foreign dissertations reported for first time. 12 Includes 28,465 loans from the rental collection. 13 Total enrollment for two sessions. 14 Teaching staff only. 15 Graduate, 946; professional, 1479. 16 Undergraduate, 3721; graduate, 1364; professional, 317. 17 Faculty employed on 12-month basis. 18 Undergraduate college, 2933; divisional, 4053; professional school, 1529; university college, 3381. 19 Medical library not included. 20 Berkeley campus only. 21 Excludes medical school except for book stock. Includes documents library of 287,405 items. 22 Graduate, 732; professional, 721. 23 Undergraduate, 2032; graduate, 1645; professional, 248. 24 Faculty only. 25 Main collection of Harvard College library only. 26 Includes all libraries. 27 Includes graduate students. 28 Included in undergraduates. 29 Excludes medical school, law school, and library school; regular session, 2066; summer session, 461. 30 Duplicates not excluded. 31 Overnight only. 32 Excludes graduate students. 33 Excludes 120,191 volumes not under control of university librarian. Includes 4121 volumes of newspapers not previously counted. 34 1st summer term, 235; 2nd summer term, 225. 35 Included in book figure. 36 First term, 83; second term, 30. 37 Central library only. 38 Does not

General and Salary Statistics (Group I)

	Sabbatical Leave	Library Operating Expenses					Total of Books Periodicals and Binding	Other Expenses	Total Operating Expenditures	Total College or University Expenditures
		Staff Salaries	Student Service	Books	Periodicals	Binding				
131,827	None	\$103,923	\$22,954	\$ 70,873 <sup>32</sup>		\$14,424	\$ 85,297	\$11,441	\$ 223,615	\$ 4,775,075
206,091	None	33,382	12,412	22,247 <sup>33</sup>		5638	27,885	2149	75,828	3,018,247
151,250	None	40,591	8611	24,142	\$ 8027	2258	34,427	2977	86,606	
112,038	None	149,446	10,341	72,523	23,025	12,872	108,420		268,207	3,059,193
568,670 <sup>32</sup>	None	502,721	195,491	201,150 <sup>33</sup>		65,111	266,261	42,021	1,006,494	
319,379	None	218,669	59,800	96,970	19,122	28,755	144,847	13,500	436,816	
758,514	None	389,820 <sup>34</sup>		158,350	27,576	37,379	223,285	26,454	639,588	
133,424	None	99,735	13,424	52,121 <sup>32</sup>		8932	61,053	3680	177,892	6,000,000
71,963	None	17,903	7399	11,002		1043	15,277	3842	44,421	
496,825	None	81,720	35,000	38,577	10,676	7352	56,605	5055	178,380	3,612,678
22,619	Professional	31,333	7955	2025	2585	3258	7878	2802	49,968	
		804,058 <sup>34</sup>		173,221	61,860 <sup>32</sup>		235,081	46,846	1,085,985	16,383,429
228,947	None	114,975	9046	32,313	18,599	13,162	64,074	8384	196,479	3,118,738
92,035	None	108,153	12,524	52,462 <sup>32</sup>			52,462 <sup>32</sup>	15,211 <sup>32</sup>	188,350	4,594,498
173,377	Librarian	169,757	24,823	160,720 <sup>32</sup>			160,720	13,705	369,005	
74,718		130,135	35,765	90,543 <sup>32</sup>			90,543	12,996	269,439	7,275,125
130,790	None	81,426	12,989	46,885 <sup>32</sup>	11,956	6729	65,570	10,745	170,730	4,421,457
235,517 <sup>32</sup>	None	425,642	22,176	200,282 <sup>32,34</sup>		27,028 <sup>32</sup>	227,310	135,641	810,769	26,262,162
828,359	Professional	82,364	8150	31,988 <sup>32</sup>		3296	35,284	5265	131,063	
483,710		555,718	76,880	212,910 <sup>32</sup>			312,910	43,483	988,991	30,249,140
289,017	None	170,000	30,000	125,000	36,000	31,000	192,000	12,000	404,000	
11,301 <sup>32</sup>	None	144,373	49,373	51,633	19,832	14,612	86,077	14,380	294,403	6,502,512
206,572	None	92,950	11,868	27,886	19,508	18,988	66,382	22,617	93,817	13,173,814
319,264	None	87,928	38,812	70,828 <sup>32</sup>		15,516	86,344	15,502	228,586	
38,609 <sup>32</sup>	None	60,924	31,480	31,790	13,506	8377	53,673	4272	150,349	
13,682 <sup>32</sup>	None	79,132	14,367	45,093	7956	11,924	64,943	13,811	172,253	8,357,508
098,235	Librarian	145,007	19,889	35,402	15,436	15,249	66,087	9034	240,017	
232,150	Professional	465,200	40,320	158,507 <sup>32</sup>			158,507	11,900	675,927	23,217,676 <sup>32</sup>
229,856	None	73,660	33,149	36,580	26,123	5023	67,726	10,813	185,348	9,882,910 <sup>32</sup>
35,690	None	302,737 <sup>32</sup>	23,952 <sup>32</sup>	177,914	50,789	51,011	279,714	12,750	619,153	
19,384 <sup>32</sup>	None	28,338	6915	26,489	6710	3829	37,028	8507	80,788	1,653,452
296,170	Librarian	20,088	3104	20,462 <sup>32</sup>			20,462	1711	45,365	
35,786		95,167	39,269	92,339 <sup>32</sup>	20,307	12,013	124,659	8086	267,181	9,429,654
8046 <sup>32</sup>	Professional	30,950	1702	12,049	5187	1920	19,156	1962	53,770	1,457,070
40,573 <sup>32</sup>		35,662	7109	15,600 <sup>32</sup>	2950	3890	22,500	2574	67,845	2,704,600
29,459	None	143,777	32,827	44,484	13,833	11,438	69,755	26,408	272,767	4,591,714
254,865	None	17,468	3204	11,233 <sup>32</sup>		2421	13,654	2070	36,396	920,733
35,700 <sup>32</sup>	Librarian	222,428	55,527	179,162 <sup>32</sup>			179,162	20,798	477,915	
26,530	None	79,598	5467	18,255 <sup>32</sup>	7686	6233	32,174	3618	120,857	2,189,060
78,913	None	192,631	43,481	112,790	61,000		173,790 <sup>32</sup>	11,739	421,641	18,305,189
84,722		44,060	20,000	63,000 <sup>32</sup>			63,000	6000	133,000	
16,457		69,330	58,633 <sup>34</sup>	34,239 <sup>32</sup>	6114	6036	46,389	10,331	184,683 <sup>32</sup>	2,327,029 <sup>34</sup>
75,989 <sup>32</sup>		85,317	17,743	30,509	8911	9302	48,722	6172	157,954	5,494,224
91,846	Librarian	295,198	24,905	80,638	20,900	22,529	124,157	18,685	462,945	15,999,829
35,200		114,155	39,801	58,892 <sup>32</sup>			58,892	9454	222,302	15,077,675
88,624		93,313	12,200	102,061 <sup>32</sup>			102,061	10,594	218,168	7,116,848
65,834		183,657	6882	58,096	19,941	23,128	101,165		291,704	5,815,592
24,215 <sup>32</sup>		105,284	13,184	68,472 <sup>32</sup>		12,563	81,035	15,344	214,847	
23,910	None	61,978	2641	24,039 <sup>32</sup>		3347	27,386	3464	95,469	
24,655		19,900	5662	8106	1897	1848	11,851	332	37,835	
32,237	None	60,231	13,913	35,598	8678	3311	47,587	3585	125,316	2,484,919
56,698	None	113,548	13,226	50,251	10,149	9534	69,934	16,450	213,167	5,070,236
01,626	None	126,579	5591	52,112	13,831	7294	73,237	35,279	240,686	7,563,888
21,810 <sup>32</sup>	None	166,632	60,935	164,343	31,976	25,049	221,368	14,780	463,715	
		81,445	3153	9425 <sup>32</sup>	5449	3551	18,425	5523	108,546	1,671,015
	None	141,103	24,824	48,025	13,324	10,409	71,758	14,811	252,496	
		19,599	4559	13,820 <sup>32</sup>		2630	16,450	1400	42,008	
	None	101,576	6125 <sup>32</sup>	44,395	24,749	5884	75,028	17,749	200,478	6,326,288
	None	241,014	2409	97,873 <sup>32</sup>			97,873	18,185	359,481	6,748,206
	None	128,885	22,990	57,665	10,880	10,000	78,545	11,868	242,288	6,787,489
		66,735	2483	14,833	6453	3680	24,966	5981	100,165	2,040,448
	Professional	31,807	6225	8406	4816	4194	17,416	7781	63,229	3,449,549
	None	469,070 <sup>34</sup>		199,288 <sup>32</sup>		44,168	243,456	34,406	746,932	13,128,433
26,530		555,718	195,491	177,914	61,000	65,111	312,910	135,641	1,085,985	30,249,140
44,820 <sup>34</sup>		95,167	13,424	41,486 <sup>34</sup>	13,324	8932	67,726	10,779 <sup>34</sup>	216,508 <sup>34</sup>	5,653,484 <sup>34</sup>
22,619		17,468	1702	2409	1897	1043	7878	332	36,396	920,733
48		59	57	40	39	49	61	60	62	38

not include 252,949 cataloged pamphlets. 39 Excludes extension. 40 Eugene campus only. 41 Knoxville division only. 42 Number of libraries on which high, median, and low are based. 43 Librarian and director of Bancroft library. 44 Includes student services. 45 Includes professional. 46 Generally includes audio-visual aids. 47 Staff members with rank of assistant professor or higher. 48 Includes 36,780 documents not previously counted. 49 Includes periodicals and audio-visual materials. 50 Librarian and others with faculty rank. 51 Those with rank of assistant professor or above. 52 Includes periodicals. 53 Librarian and assistant librarian. 54 Average of two medians. 55 Professional staff eligible for extra month with pay, every seventh year, for study or travel. 56 Librarian, three research librarians. 57 Main library only. 58 Includes subprofessional and clerical staff. 59 Includes periodicals and binding. 60 Those with academic title. 61 Includes audio-visual aids. 62 Includes binding. 63 Included in periodical figure. 64 Included in other expenses. 65 \$79,534 for entire university library. 66 \$387,935 for entire university library. 67 Have library bindery with costs included in library salaries. 68 Books and periodicals only. 69 Does not include building maintenance and operating expense, building sites, new buildings, and additions and alterations to buildings. 70 Excludes dental library. 71 Includes capital outlay, periodicals, and binding. 72 Includes \$5,791,070 for hospital expenditures. 73 Excludes extension. 74 Excludes dental school. 75 Included in staff salaries. 76 Salaries and positions as of July 1, 1947.

# College and University Library Gen-

Library	Salaries <sup>1</sup>													
	Associate or Assistant Chief Librarian		Department Heads <sup>20</sup>			Professional Assistants			Subprofessional Assistants			Clerical, Administrative Assistants and Others		
	Chief Librarian	Assistant Chief Librarian	All Departments No.	Min.	Max.	All Departments No.	Min.	Max.	All Departments <sup>2</sup> No.	Min.	Max.	All Departments <sup>2</sup> No.	Min.	Max.
Alabama.....	4	\$4650	7	\$3400	\$3550	19	\$1800	\$3100	1	.....	\$1630	5	\$1500	\$1900
Arizona.....	\$ 3900	.....	3	2800	3000	7	1650	2700	1	.....	2100	2	2000	2400
Arkansas.....	4800	4000	5	2100	3000	6	2000	2700	5	\$1500	1650	5	1200	1380
Brown.....	6250	5000	9	2520	4000	14	\$2280	5000	19	1300	2520	33	1040	2600
California (Berkeley).....	10,200	6000	25	3240	7200 <sup>24</sup>	71	2760	4620	65	2340	3240	44	1920	4080
California (Los Angeles) <sup>27</sup> .....	7800	.....	13	2400	4800	32	2400	3840	18	1980	2400	15	1860	3900
Chicago.....	.....	.....	30	.....	.....	40	.....	.....	0	.....	.....	135	.....	.....
Cincinnati.....	6500	.....	12	2000	3880	12	2400	3400	6	1800	2480	19	1800	3180
Colgate (Hamilton, N.Y.).....	.....	3500	2	2300	3000	3	1600	2400	0	.....	.....	7	.....	.....
Colorado.....	7000	4600	12	1980	3600	7	2460	2700	4	1968	2052	9	1572	2460
Colorado A. & M.....	4800	3500	0	.....	.....	4	2400	3000	4	1500	2000	5	1980	1990
Columbia.....	.....	.....	19	3300	.....	90	2500	4600	4	2100	2100	255	1400	3000
Dartmouth.....	7800	.....	10	1920	3300	15	1740	3900	6	1620	1710	32	1380	2850
Denver.....	.....	4500	6	2950	3400	20	2400	3000	2	1740	.....	17	1440	2100
Duke.....	.....	.....	10	.....	.....	27	.....	.....	19	.....	.....	14	.....	.....
Florida.....	.....	.....	10	.....	.....	11	.....	.....	11	.....	.....	16	.....	.....
Georgia.....	6800	4000	9	2400	3700	9	1800	3000	5	1800	2400	12	1380	2100
Harvard.....	.....	.....	3	.....	.....	57	1980	6000	28	1740	2580	116	1260	3360
Howard (Washington, D.C.).....	5905	.....	5	3397	4150	6	2645	.....	6	1934	2394	4	1954	2394
Illinois.....	10,500	.....	30	3000	5760	95	2400	4320	0	.....	.....	72	1500	2520
Indiana.....	.....	.....	20	1620	3900	21	2400	3120	0	.....	.....	33	1380	2040
Iowa.....	8580	.....	10	2920	4220	24	2460	3900	17	1100	2160	5	1620	2760
Iowa State.....	7000	6740	6	2520	3600	8	2400	3000	17	1500	1920	19	1320	1920
Joint University.....	.....	.....	11	.....	.....	16	.....	.....	5	.....	.....	8	.....	.....
Kansas.....	5200	4000	16	1600	3000	5	2400	2600	4	1800	2000	5	1560	1800
Kentucky.....	.....	.....	14	.....	.....	11	.....	.....	6	.....	.....	8	.....	.....
Louisiana State.....	6500	.....	13	2800	4000	16	2360	3600	13	1800	2100	13	1680	2900
Michigan.....	8500 <sup>21</sup>	.....	27	2400	4540	81	2100	4190	28	1920	2100	5	1920	2500
Michigan State.....	6000	4020	8	2760	3800	12	1860	3060	2	2300	2400	6	1768	2040
Minnesota <sup>20</sup> .....	9775	6000	12	2256	3664	35	2256	3960	0	.....	.....	50	1560	3096
Mississippi.....	.....	.....	3	2500	2750	1	1800	.....	3	.....	.....	4	.....	.....
Mississippi State.....	5000	4000	4	2500	3300	21	2400	3000	0	.....	.....	2	1500	1560
Missouri.....	5800	.....	11	1800	3500	13	2100	3200	13	1500	2000	12	1380	1700
Mount Holyoke.....	4950	.....	2	3000	3450	5	1700	3200	2	1800	.....	6	1300	1550
New Hampshire.....	4095	3200	2	2800	3207	6	2500	2900	5	1500	1985	3	1400	1660
North Carolina.....	6900	4500	16	2000	3880	21	1960	2820	8	1800	2400	12	1245	3000
North Dakota.....	4000	.....	3	2900	3000	1	2700	.....	0	.....	.....	0	.....	.....
Northwestern.....	10,000	.....	6	3030	5000	25	2520	5100 <sup>27</sup>	6	2100	2640	26	1740	2880
Oberlin.....	8200	.....	5	3500	3250	12	2200	3150	4	1740	1980	16	1350	2650
Ohio State.....	7200	7000	19	1800	4104	20	2568	3576	0	.....	.....	57	1560	4428 <sup>21</sup>
Oklahoma.....	5400	3800	3	3000	3440	8	1560	2580	8	1440	.....	3	1440	1740
Oregon.....	7000	.....	3	2678	3990	18	2468	3255	5	2100	2220	19	1800	2220
Oregon State.....	7140 <sup>21</sup>	4410	3	3465	3780	18	2468	3738	2	2100	.....	9	1800	2508
Pennsylvania.....	.....	5300	10	2280	4000	18	2580	4400	23	1350	2400	31	1440	2500
Pennsylvania State.....	6000	.....	10	2500	4000	16	2075	2800	0	.....	.....	23	1380	2130
Pittsburgh.....	.....	.....	10	.....	.....	10	.....	.....	11	.....	.....	17	.....	.....
Princeton.....	.....	.....	3	5000	5500	28	2220	3600	15	1800	2220	64	1200	2800
Rochester.....	.....	.....	12	2600	4200	14	2000	3000	10	1560	1716	14	1352	2400
Smith.....	.....	.....	6	.....	.....	9	.....	.....	3	.....	.....	8	.....	.....
South Dakota State.....	4500	3300	1	3000	.....	0	.....	.....	1	1800	.....	1	1500	.....
Southern Methodist.....	4500	4200	6	2400	3800	10	2100	2800	0	.....	.....	7	1500	1800
Temple.....	.....	.....	11	2750	3120	14	2400	2880	7	1620	2000	19	1200	1860
Tennessee.....	.....	.....	6	2500 <sup>24</sup>	4200 <sup>21</sup>	5	2000 <sup>24</sup>	4200 <sup>21</sup>	17	1500 <sup>24</sup>	2400 <sup>21</sup>	27	1320 <sup>24</sup>	2100 <sup>21</sup>
Texas.....	7200	4800	17	2520	4284	21	2520	3528	7	1848	2280	23	1668	3204
Vassar.....	5500	.....	6	2500	4300	9	2600	4100	0	.....	.....	16	1248	1768
Virginia.....	7098	.....	10	2429	4243	9	2160	2563	1	1824	1824	2	1440	2093
Virginia State.....	.....	.....	0	.....	.....	5	.....	.....	0	.....	.....	1	.....	.....
Washington (St. Louis).....	7500	.....	10	2200	3500	7	2120	3000	8	1560	1920	11	1200	2290
Washington (Seattle).....	7800	.....	13	1920	4800	30	2520	3900	0	.....	.....	7	1800	2850
Wayne.....	8916	.....	6	4494	5706	13	3382	5016	11	2743	2875	7	2168	3352
Wellesley.....	.....	.....	5	.....	.....	9	.....	.....	5	.....	.....	6	.....	.....
Wyoming.....	5196	.....	4	2928	3720	4	2808	3420	1	2544	.....	2	1860	3024
Yale.....	.....	.....	5	.....	.....	69	2340	4740	3	1980	2220	101	1300	2700
High.....	10,500	7000	30	5000	7200 <sup>24</sup>	95	3382	6000	65	2743	3240	255	2168	4428 <sup>21</sup>
Median.....	6500	4410	9	2520	3825 <sup>24</sup>	13	2400 <sup>24</sup>	3200	5	1800	2130 <sup>21</sup>	13	1470 <sup>24</sup>	2460
Low.....	3900	3200	0	1600	2750	0	1500	2400	0	1100	1630	0	1040	1380
N <sup>2</sup> .....	39	23	61	50	48	63	52	49	63	39	36	63	50	49

1 Salaries and number of positions as of September 1948. 2 Includes school, college and departmental libraries. 3 All staff members, 39 hours during summer vacation; regular session and other vacations; professional, 40; subprofessional, 42-44; clerical and others, 44. 4 Not reported or not available. 5 No definite policy. 6 Summer vacation, 35; other vacations, 38. 7 Salaries and positions as of June 30, 1948. 8 Summer vacation, 38; other vacations, 40. 9 15 days for 1st year, 26 days after 1st year. 10 Not to exceed total vacation time. 11 Not limited but may be reduced to pay for a substitute. 12 Summer vacation, 35; other vacations, 37. 13 Professional, 39; all others, 40. 14 Professional and administrative office assistants, 24 or 26; subprofessional and clerical, 18; others, 12. 15 Depends on length of service. 16 60¢-75¢ per hour. One at \$1400. 17 Professional and subprofessional, 41; administrative office assistants, 40; all others, 43. 18 18 days after third year. 19 Professional and subprofessional, 40 during school sessions and 37 during vacations; clerical and others, 44 at all times. 20 1st five years, 12; 2nd five years, 15; over 10 years, 18. 21 Professional and subprofessional, 6; clerical and others, 9. 22 Professional, 30-180; subprofessional, 30; clerical and others, 18. 23 Professional and subprofessional, 39; clerical and others, 41. 24 1st year, none; 2nd year, 54; 3rd year, 11. 25 Professional and subprofessional, 15; clerical and others, 12. 26 Professional and subprofessional, 42; clerical and others, 40. 27 Administrative office assistants, 21; clerical and others, 12. 28 Professional, subprofessional, and administrative office assistants, 42; clerical and others, 44. 29 1 1/2 days per month for clerical; no policy for others. 30 One month for professional and subprofessional, 1 1/2 days per month for others. 31 Same as teaching staff at Thanksgiving, Christmas, and in



# Gen-eral and Salary Statistics (Group I)

	Number of Employees in Full-Time Equivalent <sup>49</sup>					Hours per Week Required of Each Full Time Staff Member <sup>50</sup>			Number of Working Days Allowed with Pay As:										Rates of Pay for Student Service per Hour	
	Professional	Subprofessional	Office Assistants	Clerical and Other	Total	Regular Session	Summer Session	Vacations	Annual Vacation			Special Holidays		Sick Leave		Subprofessional and Others		Min.	Max.	
									Professional	Subprofessional	Clerical and Others	Professional	Subprofessional and Others	Professional	Subprofessional and Others	Professional	Subprofessional and Others			
19000	334	2	1	5	411	40	40	40	24	24	12	9	9	12	12	Varies	Varies	.35	.50	
2400	102	1	0	2	131	39	39	39	26	26	26	12	12	15	15	15	15	.60	.75	
1380	121	4	0	4	201	39	39	39	26	13	13	7	7	15	6	15	6	.60	.80	
2900	26	22	1	31	80	38	38	38	24	24	24	8	8	12	12	12	12	.80	1.20	
4080	95	61	1	44	201	40	40	40	24	15	15	8	8	12	12	12	12	.80	1.65	
3900	46	18	1	14	79	40	40	40	24	15	15	8	8	12	12	12	12	.40	.75	
644	0	0	135	199	374	374	374	374	20	26	26	11	11	12	12	12	12	.60	.75	
3180	25	5	1	15	46	40	40	40	26	26	26	9	9	11	11	11	11	.60	.75	
2460	7	0	1	8	16	39	39	39	1 month	13	13	5	5	18	12	12	12	.60	.70	
1900	6	3	0	5	14	40	40	40	24	24	15	8	8	15	15	15	15	.50	.60	
3000	121	3	12	223	360	384	384	384	26	26	26	9	9	11	11	11	11	.65	.75	
2850	28	6	1	19	64	39	39	39	6 weeks	4 weeks	4 weeks	15	15	Indefinite	Indefinite	Indefinite	Indefinite	.50	.75	
2100	30	2	1	15	48	38	38	38	26	12	12	15	15	Indefinite	Indefinite	Indefinite	Indefinite	.50	.75	
43	17	1	12	17	73	394	394	394	26	26	26	10	10	10	10	10	10	.45	.75	
23	11	0	16	51	78	39	39	39	26	13	13	10	10	12	12	12	12	.50	.50	
194	5	1	9	35	50	39	39	39	26	13	13	10	10	12	12	12	12	.50	.50	
3360	61	28	5	111	206	374	374	374	26	26	26	11	11	12	12	12	12	.55	.80	
2394	16	9	1	3	29	40	40	40	26	26	26	6	6	15	15	15	15	.35	.50	
2520	129	0	0	72	201	39	39	39	1 month	2 weeks	2 weeks	6	6	15	15	15	15	.50	.90	
2040	44	0	1	31	76	384	384	384	24	12	12	11	11	12	12	12	12	.45	.65	
2760	32	17	2	34	84	40	40	40	26	12	12	7	7	30	30	30	30	.40	.75	
1920	15	18	2	17	52	43	43	43	26	12	12	8	8	Varies	Varies	Varies	Varies	.55	.80	
28	24	1	7	41	73	40	40	40	26	26	26	12	12	12	12	12	12	.40	.55	
23	4	1	4	12	21	39	39	39	26	12	12	11	11	12	12	12	12	.40	.55	
26	6	1	7	14	38	40	40	40	30	30	30	18	18	16	16	16	16	.35	.60	
32	13	2	10	58	83	40	40	40	24	24	24	5	5	12	12	12	12	.65	.85	
130	25	0	8	163	206	374	374	374	24	24	24	5	5	12	12	12	12	.65	.85	
19	3	1	3	26	33	40	40	40	30	30	30	15	15	12	12	12	12	.65	.85	
3096	69	0	0	50	119	40	40	40	12-24	12-15	12-15	4	4	12	12	12	12	.50	.50	
6	5	1	3	15	40	40	40	40	24	12	12	4	4	12	12	12	12	.50	.50	
1560	7	0	0	2	9	41	41	41	24	12	12	4	4	12	12	12	12	.35	.50	
1700	27	13	1	10	51	40	40	40	26	26	26	4	4	12	12	12	12	.40	.50	
1550	8	2	1	5	16	40	40	40	26	26	26	6	6	12	12	12	12	.45	.60	
1660	10	5	0	3	18	40	40	40	26	26	26	6	6	12	12	12	12	.45	.60	
3000	40	9	1	9	60	40	40	40	31	31	31	6	6	12	12	12	12	.45	1.00	
5	0	1	6	6	13	40	40	40	30	30	30	6	6	12	12	12	12	.40	.40	
2880	54	6	1	34	96	37	37	37	27	18	18	6	6	15	15	15	15	.65	1.00	
2650	17	4	1	15	37	39	39	39	26	26	26	10	10	12	12	12	12	.45	.70	
428	45	0	1	56	102	40	40	40	26	26	26	10	10	11	11	11	11	.50	.75	
1740	15	8	1	2	26	39	39	39	1 month	2 weeks	2 weeks	10	10	2 weeks	2 weeks	2 weeks	2 weeks	.40	.50	
2220	23	4	1	16	44	40	40	40	27	12	12	6	6	10	10	10	10	.50	.75	
2508	23	0	1	10	34	40	40	40	26	12	12	6	6	10	10	10	10	.50	.75	
2500	47	21	2	23	94	37	37	37	1 month	10	10	12	12	12	12	12	12	.65	.80	
2130	29	0	1	21	51	40	40	40	30	30	30	6	6	18	18	18	18	.50	1.25	
22	11	1	16	30	48	40	40	40	26	12	12	4	4	12	12	12	12	.4	.4	
26	21	4	37	88	140	40	40	40	26	26	26	24	24	12	12	12	12	.60	.75	
400	27	10	1	13	51	40	40	40	20	20	20	5	5	14	14	14	14	.4	.4	
174	3	0	8	11	22	40	40	40	26	26	26	24	24	12	12	12	12	.40	.85	
800	18	2	0	7	25	41	41	41	18-24	12	12	12	12	12	12	12	12	.50	1.00	
860	29	6	1	18	54	39	39	39	26	26	26	17	17	12	12	12	12	.50	.75	
100	19	17	1	31	68	38	38	38	31	14	14	12	12	7	7	12	12	.40	.55	
204	42	7	1	22	72	40	40	40	18	18	18	5	5	12	12	12	12	.40	.55	
768	16	0	0	16	32	38	38	38	33	15	15	9	9	22	22	22	22	.50	.65	
063	25	1	4	31	61	40	40	40	20	20	20	12	12	12	12	12	12	.4	.4	
290	5	0	0	1	6	40	40	40	26	26	26	13	13	26	26	26	26	.60	.75	
850	26	9	1	11	47	38	38	38	26	26	26	13	13	12	12	12	12	.65	1.00	
352	40	0	1	74	115	40	40	40	14	14	14	8	8	15	15	15	15	.50	.75	
024	21	10	0	7	38	40	40	40	22	15	15	8	8	15	15	15	15	.4	.4	
700	16	5	1	5	27	35	35	35	29	24	24	22	10	11	11	11	11	.45	.65	
428	0	1	1	1	12	40	40	40	28	28	28	Varies	Varies	30	30	30	30	.45	.65	
460	67	0	0	91	158	38	38	38	26	26	26	24	24	24	24	24	24	.4	.4	
380	130	61	12	223	360	43	43	43	33	31	31	24	24	30	30	30	30	.80	1.27	
49	26	5	1	11	48	40	40	40	26	24	15	9	9	12	12	12	12	.50	.75	
	3	0	0	0	6	35	34	33	14	12	12	0	0	10	6	35	.50			
	63	63	63	63	63	46	43	38	45	39	43	47	46	33	34	46	45			

the spring. 32 Summer vacation, 36; other vacations, 39. 33 Salaries and positions as of July 1, 1947. 34 Up to 12 days with approval of department head, up to one month with approval of librarian, and over one month with approval of president. 35 One day per month cumulative to 90 days. 36 6 days for less than one year of service, 12 days for 1-3 years of service, 18 days for over three years of service. 37 Summer vacation, 36; other vacations, 40. 38 Two weeks for less than five years of service and three weeks for more than five years of service. 39 Summer vacation, 30; other vacations, 40. 40 Professional and subprofessional, 18; others, 12. 41 Professional, 39; all others, 45. 42 Summer vacation, 35; other vacations, 38. 43 Bindery foreman. 44 Knoxville division only. 45 Number of libraries on which high, median and low are based. 46 Average of two medians. 47 Administrative assistant. 48 Clerical and others. 49 Includes all libraries. 50 Includes heads of school, college and departmental libraries. 51 \$5000 partial salary; remainder charged to graduate college budget. 52 Balance of salary paid from another budget. 53 1 more salary charged as director of libraries of Oregon State System of Higher Education. 54 \$2700 (part-time) to \$6300 for 2 1/2 assistant librarians. 55 Two at \$6160 and \$4420. 56 Two at \$4900 and \$5544. 57 Salary range, \$4200-5200. 58 Two at \$5500 and \$8250. 59 Three from \$3850 to \$6100. 60 Salary range, \$3600-4100. 61 Two at \$4243 and \$5508. 62 Excludes 9 other departmental librarians not on central library budget. 63 Excludes Memphis and Martin branches. 64 Maximum is salary of director of Bancroft library. 65 Same for professional, subprofessional, clerical and others, unless otherwise indicated.

# College and University Library Gen-

Library	Fiscal Year Ending	Student Regular Session	Enrollment Summer Session	Faculty Regular Session	Members <sup>2</sup> Summer Session	Book Stock	Periodicals Currently Received	Newspapers Currently Received
Agnes Scott.....	1Je48	530	....	53	...	55,276	274	7
Allegheny College.....	30Je48	1081	422	71	18	117,379	416	14
Amherst.....	1183	....	....	1144	...	278,597	937	11
Antioch.....	....	....	....	....	....	....	....	....
Augustana.....	31Jl48	889	224 <sup>1a</sup>	55	14	20,125	229	66
Bates.....	....	....	....	....	....	....	305	9
Beloit.....	30Je48	1052	212	72	22	149,055	444	13
Birmingham-Southern.....	Sum48	1463	728	56	41	67,676	505	13
Bowdoin.....	30Je48	1086	783	69	55	220,303	443	13
Bryn Mawr.....	"	724	....	....	....	204,488	948	6
Carleton.....	"	1130	....	105	....	148,192	550	34
Carroll.....	....	875	....	56	14	37,245	242	11
Coe.....	31Ag48	856	376	57	33	56,311	236	9
Colby.....	30Je48	1044	....	80	10	130,891	510	7
Colorado.....	"	1282	535	88	71	140,523	605	15
Concordia.....	"	1209	237	60	19	34,941	228	17
Davidson.....	1My48	965	340	56	16	49,445	210	25
Denison.....	31Jl48	1339	....	1014	....	116,294	641	17
Dickinson.....	30Je48	919	388 <sup>b</sup>	70	53	81,345	306	11
Earlham.....	"	750	....	45	....	71,574	404	16
Elmira.....	"	512	....	48	....	58,822	254	6
Emory and Henry.....	31Ag48	579	227	28	22	25,366	125	7
Fisk.....	1Jl48	1023	154	55	11	96,519	396	53
Goucher.....	30Je48	741	....	73	....	87,324	415	4
Hamilton.....	"	598	136	664	30	214,352	802	14
Hope.....	1Je48	1201	180	63	14	51,965	295	7
Illinois Wesleyan.....	31Jl48	1354	636	81	43	46,306	305	7
James Millikin.....	18Sep48	1625	462	66	34	43,000	240	6
Lawrence.....	30Je48	1062	....	75	....	76,648	341	13
Madison, Tenn.....	31Ag48	297	....	39	....	24,458	60	6
Madison, Va.....	30Je48	1261	547 <sup>1c</sup>	101	49	49,001	280	15
Marietta.....	18Sep48	1230	452	70	29	131,882	330	7
Michigan College of Mining and Technology <sup>1d</sup> .....	30Je48	1653	942	128	121	37,127	539	21
Mills.....	"	759	325	86	70	104,563	464	4
Millaps.....	"	800	450	49	25	22,019	102	8
Morningside.....	31Jl48	1013	549 <sup>1d</sup>	73	33	57,575	324	12
Mount Union.....	30Je48	950	540	53	15	76,112	450	11
New Rochelle.....	30Ag48	878	....	68	....	60,402	277	14
Parsons.....	31Ag48	536	334	35	28	26,054	180	8
Randolph-Macon Women's College.....	30Ap48	715	....	76	....	67,508	291	17
Redlands.....	30Je48	1186	823	86	64	74,730	588	12
Reed.....	"	748	....	65	....	87,270	374	4
Rosary.....	"	728	356	75	11	58,373	378	5
St. Catherine.....	"	847	337	67	22	69,635	460	17
Seneca, Hobart William Smith.....	"	1201	248	88	13	90,082	292	2
Sweet Briar.....	"	455	....	38	....	68,707 <sup>1a</sup>	394	11
Talladega.....	"	370	....	40	....	43,498	205	14
Trinity, San Antonio, Tex.....	18Sep48	2393	1075	97	44	43,929	312	20
Valparaiso.....	30Je48	1920	364	111	41	48,993	399	6
Wake Forest.....	"	2030	866	179	49	98,020	818	22
Wells.....	"	326	....	514	....	104,227	460	11
Wesleyan, Middletown, Conn.....	"	971	....	87	....	364,140	954	13
Westminster.....	31Jl48	1267	452	79	37	36,672	241	20
Willamette.....	30Je48	1235	236	81	21	42,750 <sup>1a</sup>	376	25
Williams.....	"	1120	374	130	45	197,048	561	8
Wooster.....	30Ap48	1290	331	84	30	107,623	339	9
High.....	....	2393	1075	179	121	364,140	954	66
Median.....	....	1018	374	70	30	69,171	376	11
Low.....	....	297	136	28	10	20,125	60	2

1a Second session 163. 1b Second session 250. 1c Second session 294. 1d Second session 438. 2 Equivalent to full time basis. 3 Estimated. Record not kept for full year. 4 Not included in library budget. 5 Includes reserve book circulation. 6 Loan period three months. 7 Half reserve books on open shelves. No record available. 8 Includes clerical assistance. 9 Includes periodicals and binding. 10 Includes periodicals. 11 Overnight only. 12 Contributed service, estimated. 13 Accessioned volumes only. 14 Report for Houghton campus only.

# eral and Salary Statistics (Group II)

Circulation		Library Operating Expenditures Last Fiscal Year								Total College or University Expenditures Last Fiscal Year
Volumes Lent for Home Use	Reserved Book Loans	Staff Salaries	Student Service	Books	Periodicals	Binding	Audio-Visual Material	Other <sup>15</sup>	Total	
9081	9057 <sup>11</sup>	\$10,775.00		\$4563.91	\$587.65	\$532.47	\$13.40	\$660.00	\$17,132.43	
19,527	11,498	12,152.60	\$2689.23	4383.99	1877.96	901.49			\$22,005.27	\$ 506,945.55
30,195	107,789	35,016.00	5670.00	21,355.00	5254.00	3272.00		\$ 4052.00	74,619.00	1,289,542.00
5922 <sup>2</sup>	10,341 <sup>3</sup>	5751.34 <sup>4</sup>	1307.47 <sup>5</sup>	3968.45	701.95	619.15			12,348.36	
39,174	73,991	12,740.00	1200.00	4948.00	1000.00	1000.00	\$ 175.00	600.00	21,663.00	
11,228	24,386	11,635.33	2372.36	4947.29	2372.00	1217.24	1278.05	2331.61	26,153.85	
19,362	11,397	14,287.96	3500.00	9703.96	1547.45	1203.60	245.36	2828.29	33,316.62	562,200.55
20,592	24,818	20,923.00	3787.00	10,503.00	2814.00	2761.00		1813.00	42,601.00	
42,019 <sup>6</sup>		29,240.00	1300.00	5616.96	5305.39	3006.60		16,234.70	60,703.65	
23,718 <sup>7</sup>	27,079 <sup>7</sup>	18,317.22	1220.92	5653.35	2489.97	983.43		1170.20	29,835.09	669,055.36
9029	5577	7900.00	1800.00	8250.00	1000.00	750.00		400.00	20,100.00	
10,501	18,549	7800.00	1224.40	2029.74	892.73	352.90		517.26	13,017.07	389,430.04
16,898	9539	18,252.00	4000.00	7559.88	1920.76	2500.00		2019.26	36,252.00	
25,881	40,381	15,607.73	3540.27	3489.98	2255.01	960.15		1941.44	27,794.58	575,653.76
12,185	31,931	4581.95	2317.67	1988.30	677.81	312.50		491.81	10,370.04	454,747.00
14,014	16,915	10,052.30	1825.30	3429.08	1402.12	674.99		1017.82	18,401.61	509,882.62
25,948	22,578	23,203.99 <sup>7</sup>	1777.05	4034.45	2781.86	1759.87	228.61	10,437.21	35,223.04	686,505.00
13,522	13,410	11,777.50	5560.00 <sup>8</sup>	5899.72	1629.00	865.67		875.31	26,607.20	429,789.97
17,712	20,021 <sup>11</sup>	8011.17	1696.67	2362.41	1644.53	712.42		342.41	14,769.61	494,917.44
6743	5095 <sup>11</sup>	8300.00	1690.21	3239.56	1009.62	198.24		357.81	14,796.44	368,188.15
13,872		2400.00	1270.00	3998.67	196.99	287.63			8153.29	362,694.51
27,083	31,681	21,773.04	1799.70	6900.05		505.73			2173.74	34,242.26
16,516	19,769	22,343.99	439.60	4304.68	1853.88	1425.50			845.42	31,213.07
23,017	14,358	20,127.01		3550.66		774.60			2027.30	28,479.57
16,362	16,780 <sup>11</sup>	13,655.12	2207.13	5910.07	1114.45	459.16			208.06	23,553.83
12,943	32,965	8466.33	2286.00	2940.84	1192.08	227.09			503.80	15,616.14
10,386	35,784	9954.28	1836.87	7755.64 <sup>9</sup>					807.88	20,354.67
14,024		10,526.00	757.00	3458.00					657.00	17,912.00
3932	9163	2500.00	3104.12	772.20	610.89	225.83	105.00		260.98	7609.02
38,191	63,741	16,898.76 <sup>10</sup>	2804.58	6289.61	1189.45	990.40			1271.63	29,453.83
29,131	18,971	10,799.57	2158.79 <sup>10</sup>	6031.39	1489.23	1358.16	9.40		506.99	22,434.13
5620	1363	11,329.00	2738.12	2738.12	2481.24	757.47			17,305.83	903,359.00
25,635	8058 <sup>11</sup>	25,020.00	1289.76	8708.08	1753.16	1116.13			707.68	38,594.81
11,015	3508	5700.00	480.00	3109.00	623.00	368.00			544.00	10,824.00
6957	10,093 <sup>11</sup>	6006.05	4144.10	6006.61	913.78	406.21			332.32	17,869.07
13,378	13,386	7235.16	1878.28	3219.78	1582.24	764.37			267.17	14,947.00
26,972	8389 <sup>11</sup>	8174.00	2132.17	4227.08	1380.99	1346.35	54.87		828.75	18,144.21
11,483	15,227	9470.62	883.88	3631.71	661.43	998.35			810.71	15,939.81
13,551	5833 <sup>11</sup>	15,950.00	4217.58	1151.96	992.81					22,312.35
38,334	43,670	20,390.42	5711.95	7015.12	2061.99	2560.88			1342.62	39,082.98
25,569	38,792 <sup>11</sup>	15,250.00	2865.00		8878.00	1060.00	214.00		963.00	29,230.00
23,165	28,950	15,305.65 <sup>12</sup>	1636.21	3231.73	1225.06	1359.36			1109.21	23,867.22
22,592	14,842 <sup>11</sup>	9356.38	3732.60	3707.74	1569.39	761.53	115.87		695.46	19,938.97
24,888	27,671	10,655.37	2305.85	3877.46	1958.04	1266.13			858.89	20,921.71
17,704	3088	13,989.95	412.50	4392.59	1632.45	1109.14			889.98	22,425.91
24,865	7416	8273.72	1099.02	2507.76	1111.97	199.80	200.00		649.27	14,041.54
23,144 <sup>13</sup>		14,721.73	4346.37	8211.27	1800.00	759.82			2892.35	32,731.54
114,716	4481 <sup>11</sup>	11,046.72	5552.12	12,473.72	1185.99	1025.30			774.08	32,057.93
21,354	45,111	23,828.00	3406.30	10,243.47 <sup>13</sup>		2824.00			1621.36	41,923.13
15,380	5005 <sup>11</sup>		5008.90	2027.45	1180.01	29.32			558.18	17,912.00
25,936	33,734	38,623.03	5970.55	20,350.89 <sup>14</sup>					1072.41	71,016.85
18,764	33,349	11,812.00	1323.00	5416.00	917.00	237.00			626.00	19,831.00
15,622	11,826	6000.00	1736.00	2677.00	1233.00	652.00			1602.00	14,800.00
17,912	58,178	26,726.87	3143.87 <sup>15</sup>	10,267.08	6029.90	3008.83	536.29		2575.55	52,288.39
33,323 <sup>16</sup>	31,264	13,023.34	2445.98	6086.24	1789.57	840.17			1817.70	26,003.00
114,716	107,789	38,623.03	5970.55	21,355.00	8878.00	3272.00	1278.05	16,234.70	74,619.00	1,385,215.33
18,764	16,915	11,794.75	2158.79	4755.60	1558.42	852.92	175.00		852.16	22,369.13
3932	1363	2400.00	412.50	772.20	196.99	198.24	9.40		126.00	7609.02

15 Not included in library budget. 16 Includes room circulation. 17 Includes bonus. 18 Does not include \$1490.88 paid by State Board of Education. 19 Estimated 1948-49 budget. 20 Does not include building maintenance and operating expenses, building sites, new buildings, and additions and alterations to buildings.

# College and University Library Gen

Library	Salaries												
	Chief Librarian	Associate or Assistant Chief Librarian	Administrative Office Assistants No.	Min.	Department No.	Min.	Heads Max.	Professional No.	Min.	Max.	Subprofessional and Clerical Assistants No.	Min.	Max.
Agnes Scott.....								2	\$2150	\$2400	2	\$ 900	\$1400
Allegheny College.....													
Amherst.....			1		3	\$2520	\$3300	6	2100	2400	4	1200	1500
Antioch.....	\$3400		1	\$1800	3	2900	3000	1					
Augustana.....		\$2600									1	1127	1502
Bates.....	3300 <sup>2</sup>	2500 <sup>2</sup>						3	2300 <sup>3</sup>				
Beloit.....	3250							2	2400	2500	4	1320	1440
Birmingham-Southern.....	4000	2700-3000			2	2000	2800				2	1500	1920
Bowdoin.....	6020 <sup>5</sup>	4170 <sup>5</sup>	1	1820				1			2	1300	2000
Bryn Mawr.....			2		1			3			5		
Carleton.....	4000				3	2000	2900				8	1560	1700
Carroll.....	3000							1			2	2400	
Coe.....	3250	2450				2800							
Colby.....	4500	3000	1	1400	1	2500		1	2200		6	1200	
Colorado.....	3400	2500			2	2500		1	1800		4	1675 <sup>7</sup>	
Concordia.....	2480	2101.95											
Davidson.....													
Denison.....	3000	2800	1	1800				3	2400	2700	6	1100	1900
Dickinson.....	3190 <sup>8</sup>		1	1500				4	1980	2750	3		
Earlham.....													
Elmira.....													
Emory and Henry.....	2400												
Fisk.....	4750	2925	1	1600	2	2300	2400	2	2000	2400	4	1200	1700
Goucher.....	4140		1	1800	2	3200	3450	2	2200	2400	3	1700	
Hamilton.....					3	2400	3000				7	1200	1700
Hope.....													
Illinois Wesleyan.....		2400 <sup>10</sup>	1								2	1500	1800
James Millikin.....													
Lawrence.....	4200	3000									3	1440	1740
Madison, Tenn.....	1500										6	517	
Madison, Va.....	4131 <sup>11</sup>							3	2880 <sup>12</sup>	3338.64	2	1756.80	
Marietta.....	4000							2	1100	2300	3		2299.57
Michigan College of Mining and Technology <sup>13</sup> .....	3600	2700									4	1500	2280
Mills.....													
Millaps.....	2400							1	2100				
Morningside.....	3200							1	1700		1	1600	
Mount Union.....	5500 <sup>14</sup>	3000 <sup>15</sup>						2	2000 <sup>16</sup>	2240 <sup>17</sup>			
New Rochelle.....								2	2000	2300	4	1320 <sup>18</sup>	1504
Parsons.....	3600	2640						1	2200		1	1320	
Randolph-Macon Women's Coll.....													
Redlands.....	3875	3600	1	1824		2680	2880		2628	2749		1692	
Reed.....	3800				3	2300	2700				3	1800	1900
Rosary.....													
St. Catherine.....								2	2371.56	2672.56			
Seneca, Hobart William Smith.....					2	2200	2300				2	1170	1500
Sweet Briar.....	3800	2800	1	1600				2	2280	2400	2	1300	1400
Talladega.....	2856.60							2	2235.60	2359.80			
Trinity, San Antonio, Tex.....			1	1800	3	1720	2200	1	1700		1	1500	
Valparaiso.....	3000	2800						1	2600		2	2400	
Wake Forest.....	5000				2	2400		2	2200	2400	1	1800	
Wells.....													
Wesleyan, Middletown, Conn.....		4000	2	2200 <sup>19</sup>	4	2200	2800	6	2000	2500	6	1200	1500
Westminster.....	2900							2	2500		3	1320	
Williamette.....	3300	2700									2	1500	
Williams.....	6000		1	2100	3	3200	4050	2	2200	2300	3	1440	1800
Wooster.....													
Highest.....	6020.00	4170.00	2	2200.00	4	3200.00	4050.00	6	2880.00	3338.64	8	2400.00	2600.00
Median.....	3600.00	2800.00	1	1800.00	2.5	2500.00	2880.00	2	2200.00	2400.00	3	1440.00	1700.00
Low.....	1500.00	2101.95	1	1400.00	1	1720.00	2200.00	1	1100.00	2240.00	1	517.00	1400.00

1 Plus \$340 summer salary. 2 Plus \$300 bonus. 3 Plus \$100 bonus. 4 Two at \$41 per week. 5 Plus \$958.33 summer salary. 6 Plus \$616.67 summer salary. 7 Three clerical at 75 cents per hour. 8 Plus \$250 summer session. 9 60 to 70 cents per hour. 10 Ten months. 11 Plus \$672 summer salary. 12 Plus \$600 summer salary. 13 Report for Houghton campus only. 14 \$2500 charged to instruction. 15 \$1600 charged to instruction. 16 Religious services contributed by Sisters. 17 Maximum, minimum is \$1500. 18 Assistant professor and above. 19 Director full year with half pay or half year



# General and Salary Statistics Group (II)

Salary and Benefits Max.	No. of Employees in Full-Time Equivalent					Student Service Last Fiscal Year			Hours per Week Required of Each Full-Time Staff Member		Number of Days Annual Vacation		Days Allowed with Pay as Holidays		Sabbatical Leave
	Professional	Clerical	Administrative Assistants	Others	Total	Total Hours per Year	Rate per Min.	Hour Max.	Professional	Subprofessional	Professional	Subprofessional	Professional	Subprofessional	
\$1400	3	2	..	1	54	.....	..	..	39	39	..	..	17	17	.. <sup>18</sup>
1500	4	1	1	..	6	.....	..	..	..	..	..	..	..	..	.. <sup>19</sup>
1502 <sup>2</sup>	104	34	1	..	15	12,319	50	55	39	39	25	25	14	14	.. <sup>19</sup>
1440	4	..	1	1	54	.....	56	75	40	40	18-30	18	7	7	.. <sup>20</sup>
1920	24	..	..	..	24	3033	40	50	40	40	18	..	22	..	None
2800	5	4	..	..	5	.....	..	..	40	..	.. <sup>21</sup>	..	.. <sup>24</sup>	..	None
1700	3	4	..	..	7	5273	..	..	40	40	28	14	..	..	.. <sup>19</sup>
1700	4	2	..	..	6	.....	40	60	39	39	30	30	..	..	.. <sup>19</sup>
1700	24	2	1	2	74	.....	30	60	42	384	24	24	6	6	.. <sup>19</sup>
1700	7	4	1	1	13	.....	..	..	39	39	28	..	8	..	None
1700	4	7	..	..	11	2400	50	65	40	..	33	..	5	..	..
1700	14	1	1	..	34	4351	50	50	40	..	20	..	17	..	..
1700	3	..	..	..	3	3061	40	..	38-39	..	36	..	..	..	..
1700	4	6	1	..	11	500	40	50	38	38	28	14	7	7	.. <sup>20</sup>
1700	5	24	..	..	74	4878	..	..	39	..	28	..	10	..	None
1700	2	..	..	..	2	4505	50	55	40	..	24	..	10	..	..
1900	34	..	..	..	34	4000	..	..	..	..	..	..	..	..	..
1900	54	6	1	..	124	4037	35	50	384	384	26	..	15	15	.. <sup>20</sup>
1900	5	3	1	..	9	.....	..	..	384	..	30	..	15	15	None
1900	14	24	..	..	44	3604	45	50	40	40	26	12	4	4	..
1900	2	1	1	..	4	3380	50	50	39	..	..	..	..	..	None
1700	1	..	..	..	1	4236	30	..	44	..	50	..	..	..	.. <sup>20</sup>
1700	6	4	1	..	11	5142	35	50	40	40	30	15	7	..	.. <sup>20</sup>
1700	5	3	1	1	10	912	..	..	40	..	60	..	104	..	..
1800	4	7	..	..	11	.....	50	60	40	384	20	15	8	8	.. <sup>21</sup>
1800	4	1	..	..	5	4352	50	50	40	..	75	..	..	..	.. <sup>25</sup>
1800	2	2	1	..	44	5832	40	50	40	40	26	26	23	23	.. <sup>19</sup>
1740	3	..	..	..	3	3673	50	..	39	..	..	..	214	..	..
1740	2	3	..	..	5	1500	45	45	42	42	24	24	6	6	.. <sup>22</sup>
1740	1	1	..	6	8	.....	30	35	..	..	14	14	5	5	..
2299.57	4	2	..	..	6	7791	36	36	39	..	42	..	18	..	None
2299.57	3	3	..	10	16	4000	..	..	404	404	30	15	4	4	..
2280	2	4	..	..	6	1000	50	75	40	40	124	12	8	8	..
2280	64	1	1	..	84	1430	60	70	384	..	30	..	12	..	.. <sup>27</sup>
2280	2	..	..	..	2	.....	..	..	40	..	24	..	24	..	..
2280	2	1	..	..	3	8319	..	..	40	40	28	28	20	20	..
1504	4	..	..	..	4	3565	45	60	374	..	27	..	15	..	..
1504	4	4	..	..	8	5705	35	40	374	374	..	..	204	204	None
1504	3	1	..	..	4	.....	..	..	..	..	..	..	..	..	..
1504	4	34	..	..	74	.....	..	..	38	38	90	..	27	27	.. <sup>21</sup>
1900	5	2	1	..	8	.....	..	..	40	..	26	..	5	..	.. <sup>27</sup>
1900	4	3	..	..	7	4675	60	..	38	..	30	..	6	..	None
1900	3	..	..	..	3	3272	50	1.00	39	..	28	..	13	..	.. <sup>27</sup>
1500	44	..	..	..	44	934	40	50	40	..	26	..	19	..	..
1500	3	24	..	..	54	3899	50	65	384	30	20	11	11	..	..
1400	4	2	1	..	7	.....	52	..	39	39	48-37-24	24	10	10	.. <sup>19</sup>
1400	4	1	..	..	44	2750	35	50	37	20	36	..	10	..	..
1400	3	3	1	..	7	11,016	..	..	40	40	28	28	..	..	..
1400	3	2	..	..	5	11,104	..	..	44	20	12	..	21	..	.. <sup>19</sup>
1400	84	1	1	..	10	.....	45	45	38	..	24-30	..	23	..	.. <sup>21</sup>
1500	4	1	..	..	44	15164	50	50	38	..	26	..	15	..	.. <sup>21</sup>
1500	11	6	2	3	22	.....	50	75	39	..	274	..	10	..	.. <sup>27</sup>
1500	3	3	..	..	6	.....	40	50	40	..	28	..	6	..	..
1800	2	2	..	..	..	3470	50	50	40	..	26	..	18	..	.. <sup>25</sup>
1800	6	3	1	..	10	33444	..	..	39	39	26	26	15	15	..
1800	5	2	..	..	7	5525	45	50	394	..	..	..	7-10	..	None
2600.00	11	7	2	10	22	1231.9	60	1.00	44	42	90	30	27	27	..
1700.00	4	24	1	14	6	3950	45	50	39.5	39	28	18	104	10	..
1400.00	1	1	1	1	1	500	30	35	37	20	12	11	4	4	..

7 summer salary. 20 Library staff who are faculty members 1 year in every 7. 21 Librarian. 22 Librarian and assistant librarian. 23 Professional members of staff receive 5% of present salary for every year of service up to a total of ten years. 24 Regular college vacations. 25 Special arrangement. 26 Librarian one month. 27 Professional members of staff. 28 1400 hours on scholarship basis. 29 Librarian two months. 30 Not included in library budget.

# Teachers College and Normal School

Library	Fiscal Year Ending	Student Enrolment		Faculty Members		Graduate Work	Book Stock	Circulation Volumes		Reserve Book Loans
		Regu- lar Ses- sion	Sum- mer Ses- sion	Regu- lar Ses- sion	Sum- mer Ses- sion			Lent for Home Use		
Alabama, Jacksonville, State Teachers College.....	30Se48	1068	1171	100	100	No	22,854	24,691	81,885	
Arizona, Flagstaff, State Teachers College.....	30Je48	776	627	55	60	Yes	32,280	65,108	17,559	
Arkansas, Conway, State Teachers College.....	"	1474	1784	68	78	No	39,883	56,808	26,064	
Colorado, Greeley, State College of Education.....	30Se48	1974	3640	112	124	Yes	118,483	53,448 <sup>6</sup>	67,084	
Georgia, Collegeboro, Georgia Teachers College.....	30Je48	635	580	50	41	No	37,567	19,201	14,604	
Illinois, Charleston, Eastern Illinois State College.....	"	1190	748	142	76	Yes	67,039	44,703	32,022	
Illinois, De Kalb, Northern Illinois State Teachers College.....	"	1833	690	112	90	Yes	69,068	48,596	53,268	
Iowa, Cedar Falls, State Teachers College.....	"	3068	1693	272	178	No	141,768	65,699	122,442	
Kansas, Emporia, State Teachers College.....	"	1363	1264	135	107	Yes	95,853			
Kansas, Pittsburg, State Teachers College.....	"	1819	1728	124	143	Yes	73,287	24,172	26,057	
Kentucky, Bowling Green, Western Kentucky Teachers College.....	20Ag48	1776	1471	109	109	Yes	78,771	27,966	78,697	
Kentucky, Murray, Murray State Teachers College.....	30Je48	1560	1070	103	81	Yes	39,796	44,384	9756	
Maryland, Frostburg, State Teachers College.....	"	258	225 <sup>4</sup>	29	...	No	19,254	22,734	9729	
Maryland, Towson, State Teachers College.....	"	610	...	44	...	No	34,998	41,973	8245	
Michigan, Kalamazoo, Western Michigan College of Education.....	31Ag48	4018	1707	...	...	Yes	72,279	37,474	64,999	
Minnesota, Bemidji, State Teachers College.....	30Je48	598	415	53	42	No	24,754	20,568	15,808	
Minnesota, Mankato, State Teachers College.....	"	1008	818	63	47	No	30,532	23,773	29,634	
Minnesota, Moorhead, State Teachers College.....	"	690	216	62	30	Yes	27,592	19,962	32,056	
Minnesota, Winona, State Teachers College.....	"	605	275	54	22	No	35,637	23,715	40,582	
Mississippi, Cleveland, Delta State Teachers College.....	"	690	420	32	36	No	20,060	16,465	6860	
Missouri, Cape Girardeau, Southeast Missouri State College.....	30Ap48	1450	1161	80	84	No	50,536	21,455	...	
Missouri, Warrensburg, Central Missouri State College.....	30Je48	1368	1384	92	99	Yes	75,731	45,523	43,266	
Nebraska, Kearney, State Teachers College.....	"	773	769	59	61	No	38,123	...	...	
Nebraska, Peru, State Teachers College.....	"	392	396	57	53	No	54,189	25,335	...	
New Hampshire, Keene, Teachers College.....	"	429	...	53	...	No	24,955	24,836	12,808	
New Mexico, Las Vegas, Highlands University.....	"	1076	1009	61	75	Yes	35,587	25,274	11,869	
New York, Albany, State College for Teachers.....	31Mr48	1331	929	126	53	Yes	42,842	38,848	36,169	
New York, Oswego, State Teachers College.....	"	1334	597	86	47	No	33,905	56,629	55,194	
North Carolina, Greenville, East Carolina Teachers College.....	30Je48	1404	715	...	...	Yes	67,026	...	...	
North Dakota, Minot, State Teachers College.....	"	703	610	60	44	Yes	31,283	46,263	40,151	
North Dakota, Valley City, State Teachers College.....	"	335	485	46	36	No	36,710	12,429	1563	
Oklahoma, Alva, Northwestern State College.....	"	624	...	39	...	No	27,354	9537	2965	
Oklahoma, Edmond, Central State College.....	"	1039	1017	87	87	No	36,885	28,163	27,445	
Oregon, Ashland, Southern Oregon College of Education.....	"	601	288	40	23	No	20,558	12,870	13,937	
Oregon, La Grande, Eastern Oregon College of Education.....	"	726	261	44	18	No	25,706	27,381	50,725	
Oregon, Monmouth, College of Education.....	"	468	583	39	29	No	30,757	30,873	39,831	
Pennsylvania, West Chester, State Teachers College.....	31My48	1739	836	101	60	No	50,278	51,674	17,110	
South Dakota, Aberdeen, Northern State Teachers College.....	30Je48	803	731	52	41	No	30,548	15,320	5141	
Texas, Commerce, East Texas State Teachers College.....	31Ag48	2064	2324	118	124	Yes	93,639	32,873	86,253	
Texas, Denton, North Texas State Teachers College.....	"	4677	3143	315	240	Yes	183,462	132,884	20,515	
Texas, Huntsville, Sam Houston State Teachers College.....	"	2278	2295	135	97	Yes	83,469	90,560	63,010	
Texas, San Marcos, Southwest Texas State Teachers College.....	"	1711	1970	90	94	Yes	66,935	26,462	94,287	
Wisconsin, Milwaukee, State Teachers College.....	"	1794	1396	115	94	Yes	70,985	40,163	51,349	
Wisconsin, Oshkosh, State Teachers College.....	30Je48	853	608	60	35	No	39,804	20,991	51,405	
Wisconsin, Stevens Point, Central State Teachers College.....	"	881	740	61	48	No	44,017	16,807	4855	
High.....		4676	3640	315	240	...	183,462	132,884	122,442	
Median.....		1190	818	63	61	...	39,796	28,163	29,634	
Low.....		258	216	29	18	...	19,254	9534	1563	

1 Open stacks. 2 Included in books fund. 3 No statistics kept. 4 2 weeks workshop only. 5 No record. 6 Included in home use. 7 Fiscal yr.

School

## Library General and Salary Statistics

Reserve Book Loans	Library Expenditures						Total College or Normal School Expenditures Last Fiscal Year
	Staff Salaries	Student Service	Books	Periodicals	Binding	Other	
81,885	\$ 4545.36	\$3067.27	\$5347.74	\$ 302.25	\$ 373.87	\$2138.58	\$ 448,800.00
17,539	6200.00	416.75	4604.06	1252.52	1135.05	306.63	13,915.01
26,064	7073.51	3073.56	4627.18	884.84	421.35	684.29	1,115,411.98
67,084	24,517.23	13,858.02	9970.07	..... <sup>3</sup>	2106.81	874.68	1,222,765.45
14,604	7554.00	2480.00	3210.00	485.00	297.00	479.00	229,400.00
32,022	22,177.00	4480.87	4809.98	1720.90	1224.54	1087.69	35,500.98
53,208	20,853.34	3813.20	5785.97	1258.34	1394.24	1274.56	764,614.23
122,442	22,932.83	7967.51	8640.11	2358.06	1761.94	2163.52	34,379.65
..... <sup>3</sup>	27,913.00	7557.00	3674.00	2233.00	2056.00	695.00	45,823.97
26,057	13,790.06	4101.60	4384.41	2204.80	2666.16	4745.42	44,128.00
75,697	20,000.00	2882.54	5000.00	907.80	725.00	1748.32	31,892.45
9756	9965.82	2136.75	6314.17	..... <sup>3</sup>	693.89	464.77	31,288.66
9729	6283.35	366.73	688.23	481.50	371.07	88.01	19,575.40
8245	11,310.00	849.44	.....	.....	68.84	.....	8278.89
64,999	31,033.39	5326.61	9506.63	2625.45	2674.00	15,235.00	12,228.28
15,808	8773.44	808.00	3771.95	700.93	671.85	16,600.22	66,401.08
29,634	8939.52	1370.21	3462.26	814.11	481.64	28,035.46	31,326.39
32,036	10,362.67	903.66	2564.96	942.65	356.85	728.85	43,108.28
40,582	6828.56	2163.63	2371.00	991.37	380.55	500.00	15,859.64
6860	6989.98	1282.30	3836.66	730.28	688.87	1850.00	13,235.11
..... <sup>8</sup>	13,193.00	3136.00	7185.00	1132.00	460.00	3688.00	15,378.69
43,296	14,692.00	3250.00	3982.00	1432.00	741.00	1445.00	28,794.00
..... <sup>8</sup>	6224.93	2637.54	3113.46	674.83	544.35	253.87	25,522.00
12,808	5340.00	992.40	2042.27	771.32	381.39	1644.13	13,548.98
11,809	4800.00	133.48	2365.23	518.86	77.30	.....	11,171.53
36,169	6400.00	2207.21	6347.58	..... <sup>2</sup>	23.69	153.28	7894.87
55,194	25,624.83	503.00	5533.76 <sup>7</sup>	1210.03 <sup>7</sup>	398.63 <sup>7</sup>	1179.75 <sup>7</sup>	16,131.76
.....	13,140.00	4099.00	4657.11	748.10	304.14	.....	34,450.00 <sup>7</sup>
40,151	7449.92	1348.73	7902.56	1907.32	2331.47	1486.66	30,867.01
1563	6875.00	.....	1767.55	1305.07	540.69	259.65	13,037.69
2965	5019.95	1392.10	2207.00	889.00	..... <sup>8</sup>	183.00	10,154.00
27,445	5782.50	2824.85	8633.06	556.50	1992.52	291.81	17,885.94
13,937	6584.55	666.34	3625.79	1009.12	464.45	262.74	13,969.45
20,725	5183.33	2517.52	1343.65	989.75	527.12	1139.03	11,250.44
39,831	6800.00	2094.52	1781.03	914.76	531.00	1615.25	13,542.89
17,110	15,175.00	2971.00	1775.35	1032.47	430.91	416.23	12,549.48
5141	4200.00	1908.70	4553.00	1418.00	500.00	1767.00	26,384.00
86,253	18,539.77	8102.94	1622.18	1205.54	260.64	519.53	9716.59
20,515	47,340.31	21,142.70	7661.42	1119.89	.....	2118.58	37,542.60
63,010	19,250.00	4908.00	24,218.37	3337.67	1764.53	10,920.47	108,724.05
94,287	15,475.00	8843.30	5740.00	721.00	421.00	1210.00	32,250.00
51,349	21,700.00	1142.00	8654.76	946.50	..... <sup>9</sup>	946.62	35,810.68
51,405	10,549.80	1099.45	10,500.00	1690.00	..... <sup>3</sup>	450.00	35,392.00
4853	12,060.00	1000.00	8698.61 <sup>10</sup>	674.90	609.40	344.20	21,976.36
22,442	47,340.41	21,142.70	24,218.37	3337.67	2674.00	28,035.46	19,885.00
29,634	10,046.24	2480.00	4604.06	989.75	540.69	1017.15	108,724.05
1563	4800.00	808.00	688.23	302.25	23.69	88.01	19,885.00
							7894.87
							252,374.00

fiscal yr.

Nov. 1, 1948. <sup>8</sup> Included in periodicals. <sup>9</sup> Operates own bindery. <sup>10</sup> Includes text books.

# Teachers College and Normal School Librarian

No. of Employees in Full-Time Equivalent

Library	Pro- fessional	Subpro- fessional	Administrative Office Assistants	Clerical and Others	Total	Chief Librarian
Alabama, Jacksonville, State Teachers College.....	2	..	..	..	2	\$300.00
Arizona, Flagstaff, State College.....	..	..	..	..	..	..
Arkansas, Conway, State Teachers College.....	..	..	..	..	..	..
Colorado, Greeley, State College of Education.....	7	1	..	2	10	\$600.00
Georgia, Collegeboro, Georgia Teachers College.....	3	..	..	..	3	\$600.00
Illinois, Charleston, Eastern Illinois State College.....	6	..	1	..	7	\$865.00
Illinois, DeKalb, Northern Illinois State Teachers College.....	6	..	..	1	7	\$400.00
Iowa, Cedar Falls, State Teachers College.....	8	..	..	3	11	\$400.00
Kansas, Emporia, State Teachers College.....	7	..	1	..	8	..
Kansas, Pittsburg, State Teachers College.....	5	1	..	..	6	\$500.00
Kentucky, Bowling Green, Western Kentucky Teachers College.....	6	2	..	..	8	..
Kentucky, Murray, Murray State Teachers College.....	3	1	1	..	5	\$540.00
Maryland, Frostburg, State Teachers College.....	1	1	..	..	2	\$850.00
Maryland, Towson, State Teachers College.....	3	1	..	..	4	\$500.00
Michigan, Kalamazoo, Western Michigan College of Education.....	8	2	..	2	12	\$800.00
Minnesota, Bemidji, State Teachers College.....	2	1	..	..	3	\$100.00
Minnesota, Mankato, State Teachers College.....	2	1	..	..	3	\$400.00
Minnesota, Moorhead, State Teachers College.....	3	..	..	..	3	\$300.00
Minnesota, Winona, State Teachers College.....	3	..	..	..	3	\$200.00
Mississippi, Cleveland, Delta State Teachers College.....	2	..	1	..	3	\$900.00
Missouri, Cape Girardeau, Southeast Missouri State College.....	6	..	..	..	6	\$920.00
Missouri, Warrensburg, Central Missouri State College.....	3	2	..	1	6	\$600.00
Nebraska, Kearney, State Teachers College.....	2	..	..	..	2	\$200.00
Nebraska, Peru, State Teachers College.....	2	..	..	..	2	\$240.00
New Hampshire, Keene, Teachers College.....	2	..	..	..	2	\$650.00
New Mexico, Las Vegas, Highlands University.....	2	..	..	..	2	\$912.40
New York, Albany, State College for Teachers.....	9	..	..	1	10	\$850.00
New York, Oswego, State Teachers College.....	4	2	..	1	7	\$400.00
North Carolina, Greenville, East Carolina Teachers College.....	5	..	..	..	5	\$400.00
North Dakota, Minot, State Teachers College.....	3	..	..	..	3	\$400.00
North Dakota, Valley City, State Teachers College.....	2	1	..	..	3	\$280.00
Oklahoma, Alva, Northwestern State College.....	2	..	..	..	2	\$200.00
Oklahoma, Edmond, Central State College.....	2	..	..	..	2	\$600.00
Oregon, Ashland, Southern Oregon College of Education.....	1	..	..	2	3	\$600.00
Oregon, La Grande, Eastern Oregon College of Education.....	2	..	..	..	2	\$300.00
Oregon, Monmouth, College of Education.....	2	..	..	..	2	\$300.00
Pennsylvania, West Chester, State Teachers College.....	3	1	..	1	5	\$418.00
South Dakota, Aberdeen, Northern State Teachers College.....	1	1	..	..	2	\$300.00
Texas, Commerce, East Texas State Teachers College.....	6	..	..	..	6	\$200.00
Texas, Denton, North Texas State Teachers College.....	15	..	..	..	15	..
Texas, Huntsville, Sam Houston State Teachers College.....	5	2	..	..	7	\$500.00
Texas, San Marcos, Southwest Texas State Teachers College.....	7	..	..	..	7	\$400.00
Wisconsin, Milwaukee, State Teachers College.....	6	..	..	1	7	\$300.00
Wisconsin, Oshkosh, State Teachers College.....	2	1	..	..	3	\$300.00
Wisconsin, Stevens Point, Central State Teachers College.....	4	..	..	..	4	\$400.00
High.....	15	2	1	3	15	\$912.40
Median.....	3	1	1	1	4	\$850.00
Low.....	1	1	1	1	2	\$200.00

1 Not reported. 2 Summers only. 3 Annual base pay. 4 Confidential. 5 Ten months, serve 2 summers out of 3 for  $\frac{1}{2}$  of this salary. 7 Plus \$485.71 for summer session. 8 Plus \$471.42 for summer session. 9 Plus \$192.85 for summer session. 10 Plus \$733.32 for summer session (8 weeks). 11 Plus 742.86 and \$57.14 for 1 week.



# School Library General and Salary Statistics

Salaries																		
Total	Chief Librarian	Associate or Assistant Librarian		Department Heads			Professional Assistants All Departments			Subprofessional Assistants All Departments			Clerical Administrative Assistants and Others All Departments			School, College, and Departmental Libraries Central Library Budget Head		
		No.	Min.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.	No.	Min.	Max.
2	\$300.00	1	\$2000.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
0	4000.00	..	..	3	\$3100.00	\$3300.00	2	\$2600.00	\$2700.00	1	\$1440.00	..	2	\$1320.00	\$1800.00	1	\$2900.00	..
3	3000.00	1	2000.00	..	..	..	..	..	..	..	..	..	1	2550.00	..	1	2550.00	..
7	2600.00	..	..	3	3850.00	3850.00	..	..	..	..	..	..	1	1800.00	..	2	3150.00	\$3600.00
6	4400.00	..	..	3	2167.67	3685.00	1	3685.00	..	..	..	..	1	..	..	..	..	..
1	4100.00	..	..	7	3100.00	3300.00	1	2400.00 <sup>9</sup>	..	..	..	..	3	1440.00	1560.00	..	..	..
8	..	6	2585.00	..	..	..	..	..	..	..	..	..	1	1800.00	..	..	..	..
5	4500.00	..	..	4	2850.00	3500.00	1	2100.00 <sup>9</sup>	..	1	1200.00	..	..	..	..	..	..	..
5	..	3	..	..	..	..	1	..	..	1	..	..	..	..	..	1	..	..
2	3540.00	..	..	2	2800.00	..	..	..	..	1	1800.00	..	1	..	..	..	..	..
2	3850.00 <sup>9</sup>	..	..	..	..	..	..	..	..	1 1/2	1800.00 <sup>9</sup>	\$3025.00	..	..	..	..	..	..
2	3500.00	..	..	2	2750.00	2750.00	..	..	..	1	2310.00	..	..	..	..	..	..	..
3	4800.00 <sup>9</sup>	..	..	4	2800.00 <sup>9</sup>	3400.00 <sup>9</sup>	3	2900.00 <sup>9</sup>	3000.00 <sup>9</sup>	2	1830.00	1902.00	2	1740.00	1770.00	..	..	..
2	3100.00	1	2600.00	..	..	..	..	..	..	1	2200.00	..	..	..	..	..	..	..
2	3400.00 <sup>7</sup>	1	3300.00 <sup>8</sup>	..	..	..	..	..	..	1	1350.00 <sup>9</sup>	..	..	..	..	..	..	..
2	3300.00 <sup>10</sup>	..	..	2	2600.00 <sup>11</sup>	..	..	..	..	..	..	..	..	..	..	..	..	..
2	3200.00 <sup>12</sup>	1	3100.00 <sup>13</sup>	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1	3900.00 <sup>14</sup>	1	2700.00 <sup>14</sup>	..	..	..	..	..	..	..	..	..	1	2400.00	..	..	..	..
4	4920.00	1	4728.00 <sup>15</sup>	2	3060.00	3264.00	2 1/2	2700.00	3156.00	..	..	..	..	..	..	1	4236.00 <sup>16</sup>	..
8	3600.00	..	..	2	2820.00	3420.00	..	..	..	2	1260.00	2400.00	1	2400.00	..	..	..	..
2	3200.00	..	3200.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2940.00	..	2700.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	2400.00	..	2400.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	3650.00	..	3000.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	5912.40	2	3780.00	4	2484.00	3036.00	2	2760.00 <sup>18</sup>	..	..	..	..	1	1839.84	..	1	4275.00 <sup>19</sup>	..
2	4850.00	2	4050.00	1	2400.00	..	..	..	..	2	2160.00	..	1	1600.00	..	..	..	..
2	4800.00	..	..	3	3000.00	3300.00	1	2880.00	..	..	..	..	..	..	..	..	..	..
2	3400.00	..	..	2	2800.00	3000.00	..	..	..	..	..	..	..	..	..	..	..	..
2	2820.00	1	2500.00	..	..	..	..	..	..	1	1540.00	..	..	..	..	..	..	..
2	3200.00	..	3200.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	3600.00	1	3000.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	3600.00	..	..	..	..	..	..	..	..	..	..	..	2	1860.00	1980.00	..	..	..
2	4300.00	1	3200.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	4300.00	1	3400.00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2	4138.00 <sup>17</sup>	..	..	..	..	..	2	3676.00 <sup>18</sup>	3984.00 <sup>18</sup>	1	1963.00	..	1	..	..	..	..	..
2	3000.00	..	..	..	..	..	..	..	..	1	2100.00	..	..	..	..	..	..	..
2	4200.00	..	..	5	3300.00	3500.00	..	..	..	..	..	..	..	..	..	..	..	..
2	..	1	3600.00	5	3200.00	..	6	2700.00	3200.00	..	..	..	..	..	..	2	3200.00	3600.00
2	5200.00	1	4400.00	..	..	..	3	2150.00	3000.00	..	..	..	..	..	..	..	..	..
2	4400.00	..	..	..	..	..	6 1/2	1500.00	2650.00	..	..	..	..	..	..	..	..	..
2	4300.00	..	..	..	..	..	4	2800.00	3500.00	..	..	..	1	1500.00	..	1	3300.00	..
2	3900.00	..	..	..	..	..	1	3125.00	..	1	2575.00	..	..	..	..	1	..	..
2	4100.00	..	..	..	..	..	3	2400.00	3200.00	..	..	..	..	..	..	..	..	..
2	5912.40	47	280.07	7	3850.00	3850.00	6 1/2	3685.00	3984.00	2	2575.00	3025.00	3	2400.00	1980.00	1	4236.00	3600.00
2	3850.00	31,000.03	..	3	2800.00	3300.00	2	2760.00	3156.00	1	1800.00	2400.00	1	1800.00	1830.00	1	3200.00	3600.00
2	2400.00	2500.00	..	1	2167.67	2750.00	1	1500.00	2400.00	1	1200.00	1992.00	1	1320.00	1560.00	1	2550.00	3600.00

71 for 857.14 for summer session (10 weeks). 12 Plus \$457.14 for summer session. 13 Plus \$442.86 for summer session. 14 Plus \$500.00 for summer session. 15 Emerita  
 6 and 1/2 wk. 16 Salary for 10 months. 17 Plus \$600.00 for summer session. 18 9 months plus \$500.00 for summer session.

# Teachers College and Normal School Library General and Salary Statistics

Library	Student Service Last Fiscal Year	Total Hours for Year	Rate per Hour Min.	Rate per Hour Max.	Hours per Week Required of Each Fulltime Staff Member			No. of Days Allowed with Pay as:			Sabbatical Leave
					Pro-fessional	Subpro-fessional	Pro-fessional	Annual Vacation	Special Holidays	Clerical	
Alabama, Jacksonville, State Teachers College.....	7230	25	40	40	..	..	..	..	..	..	None
Arizona, Flagstaff, State Teachers College.....	824	50	40	40	..	..	..	..	..	..	None
Arkansas, Conway, State Teachers College.....	8725	40	50	40	..	..	..	..	..	..	Professional <sup>1</sup>
Colorado, Greeley, State College of Education.....	28 405	40	50	50	..	..	..	30-32	14-16	6	Professional
Georgia, Collegeboro, Georgia Teachers College.....	9026	1	..	..	..	..	..	6	..	..	None
Illinois, Charleston, Eastern Illinois State College.....	10 556	40	50	50	..	..	..	None	24-26	..	Professional <sup>1</sup>
Iowa, DeKalb, Northern Illinois State College.....	8150	50	60	60	..	..	..	None	24	..	Professional <sup>1</sup>
Iowa, Cedar Falls, State Teachers College.....	18 568	1	..	..	..	..	..	20	..	..	None
Kansas, Emporia, State Teachers College.....	16 780	45	55	55	..	..	..	20	20	5	Professional
Kansas, Pittsburg, State Teachers College.....	9008	40	40	39	..	..	..	27	..	..	Professional <sup>1</sup>
Kentucky, Bowling Green, Western Kentucky Teachers College.....	7122	30	30	30	39-40	..	..	25	..	..	None
Kentucky, Murray, Murray State Teachers College.....	776	30	30	30	..	..	..	10	..	..	None
Maryland, Frostburg, State Teachers College.....	1698	50	50	50	..	..	..	15	..	..	None
Maryland, Towson, State Teachers College.....	8897	50	60	60	..	..	..	35	..	..	None
Michigan, Kalamazoo, Western Michigan College of Education.....	1616	50	50	50	..	..	..	..	..	..	None
Minnesota, Bemidji, State Teachers College.....	3044	45	45	45	..	..	..	None	..	..	Professional
Minnesota, Mankato, State Teachers College.....	2008	45	45	45	..	..	..	None	..	..	Professional <sup>1</sup>
Minnesota, Moorhead, State Teachers College.....	4307	50	55	55	..	..	..	..	..	..	Professional <sup>1</sup>
Minnesota, Winona, State Teachers College.....	2890	30	40	40	..	..	..	..	..	..	None
Mississippi, Cleveland, Delta State Teachers College.....	7840	40	40	40	..	..	..	30	..	..	None
Missouri, Cape Girardeau, Southeast Missouri State College.....	8126	40	40	40	..	..	..	42	..	..	Professional <sup>1</sup>
Missouri, Warrensburg, Central Missouri State College.....	..	35	50	50	..	..	..	11	..	7	Professional <sup>1</sup>
Nebraska, Kearney, State Teachers College.....	2481	40	40	40	..	..	..	..	..	..	Professional <sup>1</sup>
Nebraska, Peru, State Teachers College.....	267	50	50	50	..	..	..	18	..	..	Professional <sup>1</sup>
New Hampshire, Keene, Teachers College.....	4414	50	50	50	..	..	..	..	..	..	None
New Mexico, Las Vegas, Highlands University.....	768	50	50	50	..	..	..	30 <sup>7</sup>	..	..	None
New York, Albany, State College for Teachers.....	10 510	50	50	50	..	..	..	22	..	..	None
North Carolina, Greenville, East Carolina Teachers College.....	2700	39	39	39	..	..	..	20	..	..	None
North Dakota, Minot, State Teachers College.....	..	40	40	40	..	..	..	..	..	..	Professional <sup>1</sup>
North Dakota, Valley City, State Teachers College.....	..	40	40	40	..	..	..	15	..	..	None
Oklahoma, Tulsa, Northwestern State College.....	7063	50	50	50	30 <sup>1</sup>	..	..	35	..	15	None
Oklahoma, Alameda, Central State College.....	1002	60	75	75	..	..	..	..	..	..	None
Oregon, Astoria, Southern Oregon College of Education.....	4099	55	70	70	..	..	..	14	..	..	Librarian
Oregon, La Grande, Eastern Oregon College of Education.....	3490	60	75	75	..	..	..	24	..	..	Professional <sup>1</sup>
Oregon, Monmouth, College of Education.....	2972	40	40	40	..	..	..	26	..	..	Head Librarian
Pennsylvania, West Chester, State Teachers College.....	22 515	40	40	40	41	..	..	15	20	..	None
Texas, Commerce, East Texas State Teachers College.....	48 715	35 <sup>1</sup>	50	50	43 <sup>1</sup>	..	..	24	20	..	None
Texas, Denton, North Texas State Teachers College.....	12 269	40	40	40	..	..	..	21	30	..	None
Texas, Hattiesburg, Sam Houston State Teachers College.....	19 652	40	40	40	..	..	..	18	..	..	None
Texas, San Marcos, Southwest Texas State Teachers College.....	5285	40	75	75	..	..	..	12	..	..	None
Wisconsin, Milwaukee, State Teachers College.....	1965	60	60	60	38 <sup>1</sup>	..	..	30	18	..	None <sup>7</sup>
Wisconsin, Oshkosh, State Teachers College.....	3000	50	60	60	..	..	..	30	..	..	None <sup>7</sup>
Wisconsin, Stevens Point, Central State Teachers College.....	48 715	60	75	75	..	..	..	30	35	15	..
High.....	8258	45	50	50	..	..	..	24	16	9	..
Median.....	267	25	30	35	..	..	..	11	10	5	..
Low.....	..	..	..	..	..	..	..	..	..	..	..

1 Not reported. 2 Same as faculty. 3 Library open only when school is in session. 4 Librarian 62 hrs. per week. 5 Librarian only. 6 Legal holidays. 7 Librarian and two assistants may be granted. 8 Half salary for 12 weeks in academic year; does not apply to summer school. 9 Summer 45. 10 Summer 35. 11 Summer 40. 12 Summer 40. 13 No policy. 14 Summer 36. 15 All school holidays and vacations. 16 Will apply to staff when it comes. 17 Every 3rd summer off with pay.

# Personnel

**R**ALPH WENDELL MCCOMB, associate librarian at the Pennsylvania State College Library since January 1947, succeeded Willard P. Lewis as college librarian on September 1.

Mr. McComb, a native of Manquin, Va., is a graduate of the University of Chicago, Ph.B. 1929, and of the University of Illinois Library School, B.S. in L.S. 1932 and M.A. 1936. He has also completed a major portion of the work for his doctorate at the Graduate Library School, University of Chicago.



*Ralph Wendell McComb*

Before assuming his position at Penn State, Mr. McComb served as reference assistant at the Newberry Library in Chicago, 1929-31, as assistant in the circulation and catalog departments of the University of Illinois, 1933-36, as reference librarian, acting librarian and assistant librarian at Tulane University Library, 1936-40. He served in the Army Medical Corps from 1942 through 1945 and was overseas for 31 months.

Because of the breadth and variety of his library background McComb is an ideal successor to Mr. Lewis. His combination of specialized library work at Newberry and general university library work at Illinois, Tulane, and Penn State—plus an unusually pleasant and engaging personality—fit him

admirably for the new responsibilities he has recently assumed.

While in New Orleans Mr. McComb was active in the Louisiana Library Association and L'Athénée Louisianais and is now serving as secretary of the Standards and Certification Committee of the Pennsylvania Library Association.

Mr. Lewis, librarian of the Pennsylvania State College since 1931, became associate librarian with a year's leave of absence effective September 1. An increasing measure of ill health prompted Mr. Lewis to shed the responsibilities of the librarianship. He will continue to maintain an active interest in the work of the library.—*M.F.T.*

**M**ARY ELIZABETH MILLER, who succeeded Eleanor Falley as librarian of Goucher College on January 3, brings to her new assignment a wide variety of successful experience. Beginning as a circulation and reference assistant in the McGregor Public Library at Highland Park, Mich., Miss Miller went to the Swarthmore College Library as a cataloger after she received her library degree from Michigan. Later she was the cataloger in charge of the education college section at the Harvard College Library, and since 1945 she has been a member of the staff of the Enoch Pratt Free Library. She was the last director of the Pratt Library Training Class and, in September 1945, became the library's first personnel officer. Thus Miss Miller has a background of both college and public library service, in staff as well as administrative work.

Miss Miller has made a significant contribution to the organization of the Enoch Pratt Free Library in her establishment of the personnel office through the coordination of related activities. This was especially so during the immediate postwar years, when there was a continued scarcity of personnel and related problems of constant salary adjustments to be met. To her tasks Miss Miller brought unbounded enthusiasm and an intense desire to establish personnel policies that would reflect the most advanced thinking in this particular field.

Concurrently with her work at Enoch

Pratt, Miss Miller carried on heavy committee assignments in the Public Libraries Division, the Cataloging and Classification Division, and the Joint Committee on Recruiting, all of the American Library Association. She was also active in Maryland Library Association committee work.

Librarians in Maryland are delighted that Miss Miller remains on the local scene and her associates at Pratt extend their best wishes to her in the new, challenging job involving the construction of a library building on the new Goucher campus in Towson.—*Emerson Greenaway.*

**E**UGENE P. WILLING has been appointed director of the Catholic University of America Library. Since the death of the Rev. Francis A. Mullin in January 1947, Mr. Willing has been acting director and prior to that he served as assistant director.

A native of Dubuque, Iowa, and a graduate of Loras College in 1931, Mr. Willing completed professional library courses at the University of Michigan in 1932 and later took graduate work at Michigan in 1934 and Columbia University in 1937. After a year's experience as a cataloger at the Catholic University Library, he became librarian of the University of Scranton (then St. Thomas College) in 1933. In 1941 he became acting manager of the Diocesan Guild Studios in



*Eugene P. Willing*

Scranton and served there until his transfer to Catholic University in September 1946.

From 1938 to 1941 Mr. Willing was executive secretary of the Catholic Library Association and editor of the *Catholic Library World*; in 1941 he became co-founder of *Best Sellers*, a semi-monthly book reviewing organ of general literature. His compilation, *The Index to American Catholic Pamphlets* has been published regularly since 1937.

## Appointments

Dr. Mortimer Taube, who has been chief of the science and technology project at the Library of Congress, has resigned to accept a position with the Atomic Energy Commission as assistant director of its technical information branch. He will continue to serve as a consultant in scientific documentation to the Library of Congress.

Dr. Dorothy G. Williams has been granted a leave of absence from her position as curator of the Schomburg Collection of Negro History and Literature, New York Public Library, to serve as fundamental education specialist with UNESCO in Paris.

Dr. Frances L. Spain, librarian and head of the department of library science of Winthrop College since 1936, has been named assistant director of the Graduate School of

Library Science of the University of Southern California at Los Angeles.

Wesley C. Simonton, supervisor of the processing unit, catalog department of the Columbia University Libraries, has been appointed chief catalog librarian and assistant professor of library science at the University of Minnesota.

Philip J. McNiff, who has been on the Harvard University Library staff since 1942, has been appointed librarian of the new Lamont Library for undergraduates in Harvard College. Other administrative appointments in the Lamont Library are: Frank N. Jones, general assistant; Morrison C. Haviland, in charge of the reference department; and Roland H. Moody, in charge of the circulation department.



Boniface E. Moll, librarian of the Abbey Library, St. Benedict's College, Atchison, Kan., since 1939, has been recalled by the Department of the Army for a three-year tour of extended active duty in order to accept an assignment as instructor and librarian on the staff and faculty of the Chaplain School, Carlisle Barracks, Pa. Helen D. Baird has been appointed acting librarian in his absence.

A recently completed administrative reorganization of the Columbia University Libraries has resulted in the following personnel changes. Richard H. Logdson, assistant director in charge of reader services, is now associate director. Assistant director Charles W. Mixer has been transferred from general administration to technical services. John H. Berthel, librarian of Columbia College, is now Nicholas Murray Butler librarian. William Budington, engineering librarian, has been assigned the physical sciences as well. As reported in our last issue, Thomas P. Fleming has assumed responsibility for the biological sciences as well as the medical library of the College of Physicians and Surgeons. Helen H. Yerkes has been appointed personnel officer.

Robert W. Lovett has been granted a three-year leave of absence from the Harvard University Archives to head the manuscripts division of the Baker Library of the Harvard Business School.

Alice Day, member of the reference department staff of the Columbia University Libraries has been appointed reference librarian of the School of Business of the University.

Arvy F. Ligon has been appointed librarian of Hillsboro College, Hillsboro, Tex.

Dr. A. S. Wolanin, formerly librarian and assistant curator of the Archives and Museum in Chicago, is now chief librarian of the Alliance College Library in Cambridge Springs, Pa.

Frank Seeger is now reference librarian of Boston College.

Ruth Seabolt has been appointed head cataloger and Herbert L. Ganter, curator of rare books and manuscripts at the library of the College of William and Mary.

The following appointments have been made to the staff of the University of Nebraska Library at Lincoln: Janice T. Woods,

assistant librarian, humanities division; Floyd R. Meyer, assistant librarian, social studies and education division; Betta Axelrod, assistant librarian, College of Law; Marjorie W. Lindsey, assistant librarian, College of Agriculture; Dorothy C. Hickey, assistant librarian, documents department.

Ruben Weltsch, reference librarian at Kenyon College, Gambier, Ohio, became reference librarian of the Rice Institute Library, Houston, shortly after the first of the year. During the past summer Mr. Weltsch was librarian at the UNESCO seminar on teaching about the United Nations and its specialized agencies held in Garden City, N.Y.

Selda Arginteanu is now administrative assistant and head of the catalog department of the Newark Colleges of Rutgers University.

Martha R. Cullipher, formerly head of circulation and reference at Goucher College Library, Baltimore, is now reference librarian of Washington and Lee University, Lexington, Va.

George S. Bonn has been appointed librarian of the Technological Institute Library of Northwestern University. In addition to his professional training at Chicago, Mr. Bonn holds an engineering degree from Ohio State University and has had experience as a research engineer.

Robert D. Marston has succeeded Margaret Sandlin as head librarian of Sterling College, Sterling, Kan.

Ernest J. Reece, former Melvil Dewey Professor of Library Service at Columbia University, is visiting professor of library science at the University of Illinois for the present semester. Professor Reece is studying some features of the new curriculum and conducting a seminar for doctoral candidates in the school.

William J. Elliott has been appointed order librarian of Colgate University.

Helen F. Shumaker is now head of the acquisitions department of the University of California at Los Angeles.

Dr. Fritz Veit, law librarian of the U.S. Railroad Retirement Board, Chicago, has been appointed director of libraries of Chicago Teachers College and Woodrow Wilson Junior College.

The following administrative changes have occurred at the University of California Library at Berkeley in the past year: Carolyn

Hale, who was until 1947 head of the reserved book department at Berkeley, has been appointed head of the library school library. Dorothy Mattei, formerly on the staff of the general reference service, is now head of the reserve book department. Joyce L. Stevenson, formerly readers' librarian in the Wellesley College Library, has been appointed assistant head of the loan department. Helen M. Porterfield, who has been on the staff of the social sciences reference service, heads the new serials department of the library, established October 1. Assistant head of the department is Mary Parsons, formerly head of the binding department. Alan D. Covey, formerly head of the library photographic service, became assist-

ant head of the Engineering Branch Library last August. Mr. Covey's position in the library photographic service has been filled by William R. Hawken.

Isabelle Farnum, naval research librarian with the Port Hueneme Advanced Base Depot, is now head of the Engineering Library, University of Southern California. Dr. Gertrud Lobell has been named head of the science library.

Clara Douglas has been appointed serials librarian of the Louisiana State University Library.

Helen Forsberg, former serials librarian of the University of Washington Library, is now librarian of the geology library at L.S.U.

## Necrology

Erich von Rath, librarian emeritus of the University of Bonn and chairman of the Wiegendruckkommission, died in Bonn on August 31. Professor von Rath is well known for his work on the *Gesamtkatalog der Wiegendrucke*.

Philip S. Moe, librarian of the College of Medicine on the Omaha campus of the Uni-

versity of Nebraska, died on Aug. 27, 1948. A recreational reading room, established with the aid of the Philip Moe Memorial Fund by the Medicine Alumni Association, has been opened in the medical library.

John Edward Goodwin, librarian emeritus of the University of California at Los Angeles died at Los Angeles on Nov. 18, 1948.

## Retirement

Helen A. Bagley, who has been a member of the faculty of the Drexel Institute of Technology School of Library Science since 1926, retired at the end of the last academic year. Miss Bagley has been active in the profession since joining the staff of the John Crerar Library in 1905.

Edna C. Noble has retired after forty-five

years of service to the library of the College of Agriculture of the University of Nebraska. One year had been spent working in the U. S. Department of Agriculture on a leave of absence. Miss Noble is a graduate of Nebraska Wesleyan University and took her professional library training at Illinois.

## Personnel Changes in Foreign Libraries

On June 1, 1948 Dr. Josef Bick retired as generaldirektor of the Oesterreichische Nationalbibliothek in Vienna and assumed his new duties as generalinspizierender of all Austrian libraries. Dr. Josef Stummvoll, who has been visiting in the United States, is acting generaldirektor. A handsome 600-page *Festschrift* was published in Dr. Bick's honor in May.

On April 15, 1948 Dr. Josef Bečka resigned as librarian of the National and Uni-

versity Library in Prague. He was succeeded in this office by Dr. Vilém Závada. Ing. Sáva Medonos was appointed director of the library of the Prague Technological Institute on March 1, 1948. Dr. Závada has written to the compiler of this list that "the reorganization of Czechoslovak librarianship is still in progress."

Dr. Franz Funck-Brentano, former librarian of the Bibliothèque de l'Arsenal, died in Paris in 1947.

Lawrence S. Thompson

# News from the Field

## *Acquisitions, Gifts, Collections*

Rice Estes, assistant librarian, University of Southern California, reports that U.S.C. recently purchased the Heinrich Gomperz Library of Philosophy. Considered one of the finest philosophical collections, the Gomperz Library contains approximately 11,000 volumes and 2,000 pamphlets. The collection, originally built up by the prominent Viennese philosopher, Theodore Gomperz, was inherited by his son, Heinrich, who in 1936 was appointed a professor of philosophy at the University of Southern California. Chronologically, the collection includes nearly every important philosophical contribution from the *Petrus Lombardus* of 1485 to works published through 1934. It contains over 500 rare items and many of the basic tools needed for research, including a number of the rarer journals and serials. The collection is particularly rich in German philosophy, strong in the classics, and also provides outstanding material on religion, esthetics, and philology.

Theodore Steinway, president of Steinway and Sons, New York City, donated to Bard College Library, Felix E. Hirsch, librarian, his collection of H. G. Wells first editions. This collection, consisting of about 500 English and American first editions of H. G. Wells' works and of pertinent literature on Wells, is one of the three largest Wells collections in this country and the largest yet to be made available to the public. Bard College Library already owns some famous first editions of English authors from Dickens to Hardy, but this is the largest single donation to be made to the special collections of the library.

In December Williams College, Williamstown, Mass. received the bulk of Paul Whiteman's music library. This addition to the Whiteman Collection, already established at Williams, provides the largest single collection of modern concert and dance music in any American college or university. The collection, begun in 1935 with a gift of some 500 phonograph records, has been increased in subsequent years by hundreds of scores and parts of the Whiteman orchestra. It

provides an opportunity for students of music to study the development of many forms of modern music and the progress that has been made in arranging for the large and small orchestra. The collection contains a wide variety of orchestral scores; useful material concerning the biography of jazz and popular music. The student of modern concert music will find the commissioned pieces and other larger works of interest. George Gershwin's works are well represented in the collection. The "Rhapsody in Blue," presented on Feb. 15, 1924, in Aeolian Hall by Paul Whiteman, is among the notable Gershwin works. All the parts played by the Whiteman orchestra that winter evening are included and they show some interesting last minute revisions. The work of America's popular music arrangers is also available to the interested student. Williams College hopes to increase the usefulness of the Whiteman Collection by the addition of composers' and arrangers' notebooks, original manuscripts of works of various American composers and conductors, and biographical and concert program material. Roy Lamson, Jr., was appointed curator of the collection in 1946.

Northwestern University Library reports the acquisition of a large collection of African newspapers, periodicals and pamphlets as a gift from the University Museum of the University of Pennsylvania. This gift is expected to provide effective support to the African research program of the Department of Anthropology. A large part of the collection consists of government publications. Important data on the geography, climate, vegetation and geology of the many colonies are documented in them. They also contain source material on the political and social organizations of the tribal groups of each colony. "Not the least significant aspect of this acquisition is the demonstration of inter-university cooperation and division of labor it gives." The University of Pennsylvania will place emphasis on studies of North Africa, while Northwestern will specialize on Negro Africa. American resources for training and research in the field of African studies will, for the first time, provide coverage of the entire continent. Northwestern's

collections of anthropological Africana will be systematically developed with the help of a three year grant from the Carnegie Corporation of New York.

The library of the University of California at Los Angeles has busied itself during the last few years in adding significant holdings to its collection of English Victorian novels. This acquisitions program has become a major campaign and the results of this campaign are well worth mention. Standard authors are well represented but 769 titles, most of them three volume works by lesser known writers, have also been acquired. U.C.L.A. now has one of the finest collections in this field in the country.

A statement from Dr. Louis B. Wright, director of the Folger Shakespeare Library, reminds us that the American public thinks of the Folger Library as primarily dedicated to Shakespeare. He points out that actually its collections go far beyond Shakespeare and even beyond merely literary materials. The wider scope of the collection is emphasized by the acquisition in 1938 of more than 10,000 rare volumes from the library of Sir Leicester Harmsworth, the English newspaper magnate. These books, all published before 1641, cover most phases of human life and make it possible for the student to reconstruct an accurate picture of English society during the period in which England acquired the overseas bases that made its later imperial development possible.

The Folger Library intends to maintain its status as the world's greatest Shakespeare collection but it further intends to go far beyond Shakespeare in its efforts to supply materials that will make possible detailed studies of Shakespeare's age and the age that followed.

The new Woodrow Wilson Room at the Library of Congress was formally dedicated on Saturday, January 8. It contains the books personally acquired and used by the twenty-eighth president during his life. Luther H. Evans, Librarian of Congress, officiated at the ceremony and Mrs. Woodrow Wilson, who presented her husband's library to Library of Congress in 1946, participated in the ceremonies. Francis P. Gaines, president of Washington and Lee University, delivered an address in appreciation of Presi-

dent Wilson's achievements.

Ohio State University announced *Buildings* in November that it had completed plans for its new \$2,500,000 library addition. The addition, totaling 1,600,000 cubic feet or 140,500 square feet, will more than double present space in the main library. The present three main floors, plus basement, will be extended to provide two reserve rooms on the first floor, two subject reading rooms on each of floors two and three, immediately adjacent and giving direct access to the stacks, and circulation desk and processing departments on the first floor. The stacks, eight feet high, will begin on floor two and rise 12 stack levels. They will be equipped with 440 carrels of two sizes, 30 seminar rooms located on the mezzanine stack floors, and two meeting rooms on the twelfth level. Ohio State's 23,500 students and 2,500 faculty will depend upon a continuously-running electric conveyor to deliver their books at the circulation desk where an annunciator of 150 numbers will announce completion of book requests. Book capacity of 1,200,000 volumes in the new stacks will increase the total capacity of the building from 400,000 to 1,600,000. Seating capacity will be increased from 725 to 1,800. An alternate in the heating and ventilating bids includes air conditioning in the new stacks and the four new reading rooms. Exact types of lighting fixtures are still undetermined, although both fluorescent and incandescent lights will be used. Expansion beyond the present addition is envisaged as wings on the new reading rooms. If ground is broken early in 1949 it is hoped that construction of the new addition will be finished sometime during 1950.

Harvard's fine new Lamont Library for undergraduates was dedicated in a ceremony held on January 10. During December, 80,000 books were moved into the new quarters. The Lamont Library is planned on the open shelf principle, so that almost all books are directly accessible to the student. Entering the library, the student passes through the stacks and picks out his book on the way to the reading room. In leaving, he returns through the stacks, leaving his book on the way to the door.



*Committees, Conferences, Curricula*

In November Dr. Carl M. White, in his capacity as secretary of the Conference of

Eastern College Librarians, invited a committee to consider the possibility of canceling plans for the conference in 1949. The appointment of this committee was deemed necessary considering the newly planned regional meetings of the A.L.A. The committee considered the problem and portions of the report made to the members of the conference during the November 1948 meeting follow:

"The committee recommends that there be no meeting of the Conference of Eastern College Librarians in 1949. The committee recommends further that the members of this conference give their interest and active support to their respective A.L.A. regional meetings in 1949.

"The committee regards this report as a temporary one and recommends to the secretary that a new committee be appointed to consider the scope and the nature of future meetings, after experience with regional A.L.A. meetings, in 1949."

A majority of those attending the 1948 meeting approved the recommendations of the committee.

The Graduate Library School of the University of Chicago announces that the 1949 library conference, to be held from August 8-13, will deal with the reports of the Public Library Inquiry.

*Grants, Scholarships*

The Carnegie Corporation has granted \$37,000 to the University of Chicago for the preparation of teaching

materials for library schools. The members of the faculty of the Graduate Library School and of the college at the University of Chicago have planned a two-year project to prepare and produce instructional material which will provide students with knowledge of literature in various fields and with criteria for judging books and relating them to the problems of the readers.

It has been announced by Elmer M. Grieder, librarian of West Virginia University Library, that the General Education Board of New York has granted West Vir-

ginia University \$15,000 for the purpose of strengthening the library's collection of periodical, yearbook and other serial material. The terms of the grant require that it must be matched by an equal amount from local sources.

President Robert E. Doherty of Carnegie Institute of Technology reports that a \$35,000 grant by the Buhl Foundation of Pittsburgh has completed a library book fund drive for \$110,000. Book purchases will be part of a cooperative program in which the Carnegie Library of Pittsburgh, the University of Pittsburgh Library and Carnegie Institute of Technology are coordinating the use of their libraries and their buying in order to minimize duplication and to insure adequate library facilities for the growing educational and research needs of the Pittsburgh area.

*Publications* The United Nations Educational Scientific and Cultural Organization has appointed Columbia University Press as its official agent in the United States for the distribution and sale of its publications.

Although UNESCO has been publishing books, pamphlets and documents for about two years, Americans have hitherto been required to deal directly with the organization's headquarters in Paris. Through International Documents Service, a division of its press, Columbia will now be able to supply directly from stock in this country any UNESCO publications which are on sale to the public and which have been issued in furtherance of its educational projects. New publications will be issued in this country by Columbia whenever UNESCO has additional printed material to offer.

A dozen books and pamphlets and three periodicals are already available. Among the former are a handbook on the teaching of handwriting, a survey of school psychologists throughout the world, studies of the educational needs of war-devastated countries, and official reports of UNESCO conferences. The periodicals are *Museum*, an illustrated quarterly art review, *Bulletin for Libraries*, and *UNESCO Courier*, a monthly journal of news of the organization and its work.

Columbia University Press is also the official agent for the publications of international

organizations. In 1937 it became the American agent for the League of Nations, many of whose books and documents are still available.

With the support of the Rockefeller Foundation, the Library of Congress is sponsoring the publication of a series of 16 extended essays dealing with various aspects of American civilization in the twentieth century. The tentative title selected for the series is "The Library of Congress Series in American Civilization." Each volume is intended to present a synthesis of the historical background, with emphasis on the recent background, and an analysis of the achievements of the American people in that aspect of our civilization with which it deals. Where appropriate the volumes will present and discuss the contemporary problems confronting our people. In general the series will attempt a survey of American civilization as it exists in the middle of the twentieth century.

Stanley C. Hlasta, assistant head of the Carnegie Institute of Technology Department of Printing Administration, is preparing for publication "Basic Type Faces, and How to Use Them." The book will be published during the fall of 1949. It describes and tells how to use close to 100 different type faces ranging from the Venetian through contemporary periods (including old English and Bible types), and directs the intelligent use of these types in the book, magazine, and advertising fields.

The Library of Congress has issued *A Tribute to Those Young Men of the Library of Congress Who Gave Their Lives in the World War, 1941-1945*. A poem, "The Young Dead Soldiers Do Not Speak," by Archibald MacLeish, is included in the booklet which contains the photographs and biographies of the fifteen promising young staff members of L.C. who made the supreme sacrifice.

The Library of Congress continues to publish many worth while publications of interest to librarians. Among recent publications received are *Centennial of the Oregon Territory Exhibition, September 11, 1948-January 11, 1949* (65¢, Supt. of Documents); *On the Meaning of Music, a Lecture Delivered by Glen Haydon* (Free, Information and Publications Office, Library of Congress); *Reference Notes on the Press in European*

*Countries Participating in the European Recovery Program* (prepared by the European Affairs Division, Harry J. Krould, Chief, 25¢, Card Division, L.C.); *Textbooks: Their Examination and Improvement* (prepared by the European Affairs Division, \$1.05, Card Division, L.C.).

The United States Department of State has issued the *Report of the United States Library Mission to Adviser on the Establishment of the National Diet Library of Japan* (Publication 3200, Far Eastern Series 27). The letter of transmittal is signed by Charles H. Brown and Verner W. Clapp.

Kathryn C. Cassidy and Joy Redfield are the authors of *Library Classification and Selected Bibliography of Traffic Engineering Literature*, published by the Yale University Bureau of Highway Traffic, 1948.

The United Board for Christian Colleges in China, 150 Fifth Avenue, New York 11, has issued *The Libraries of the Christian Colleges of China*. This is a report of a survey made in 1947-1948 by Charles B. Shaw, librarian of Swarthmore College. Mr. Shaw delves into all aspects of the 13 college libraries involved in the survey. His conclusions and recommendations involve such matters as technical difficulties, future of librarianship, education for librarianship, western librarians, book stock, gifts, reference service, techniques, lighting, temperature control and cooperative activities.

Teachers college librarians will be interested in *Community Recreation, A Guide to Its Organization and Administration* by Harold D. Meyer and Charles K. Brightbill. Dr. Meyer, professor of sociology at North Carolina, and Mr. Brightbill, national director, Recreation Service, Veterans Administration, have produced a complete roundup of community recreation in America. Recreation techniques are emphasized. A workshop section follows each chapter, as well as a section in references. The book is published by D. C. Heath (1948, \$5.00).

R. H. Whitford and J. B. O'Farrell, of the College of the City of New York Library staff, are the authors of "Use of a Technical Library" in the December 1948 issue of *Mechanical Engineering*.

*Use Your Library* is the title of a new guide to the resources and services of the University of Notre Dame Library. The handbook for students was prepared by a

staff committee consisting of Irma Bonicelli, Pauline Ramsey, William M. Setty, and William A. Kozumplik, chairman.

Walter H. Kilham, Jr., is the author of "Planning the Princeton Library," in the *Journal of Higher Education*, December 1948.

*Yosemite, the Big Trees, and the High Sierra: A Selective Bibliography*, by Francis P. Farquhar, has been issued by the University of California Press (1948, \$7.50). Mr. Farquhar discusses 25 titles in this interesting and excellently printed volume. References to many related works are included.

The *Library Journal* for Dec. 15, 1948, contains a series of articles on library buildings of interest to C. & R. L. readers. Included are "New Library 'Humanistic Laboratory,'" by Frederick S. Osborne, dealing with the Harvey S. Firestone Library at Princeton; "Library First on Building Program," by Charles M. Adams, concerning the plans for a library at Woman's College of the University of North Carolina; "Pasadena Pioneers Building Planning," by L. Herman Smith, describing the Pasadena City College Library under construction; "Few Barriers in Building," by Wyman W. Parker, describing plans of the Kenyon College library; and "Planned a Building for Future Needs," by Donald E. Thompson, providing information about the plans of the new library for Mississippi State College. All of the articles contain floor plans and other illustrations.

The University of Nebraska Libraries now issue a new house organ, *Cornhusker Librarian*, edited by Arline Wilcox. It contains staff news, general news items and information concerning library organization and administration.

Mississippi State College Library now publishes a mimeographed informational news bulletin dealing with library affairs.

Fourteen outstanding Southeastern scientists have been named to the advisory board of a new scientific journal which will record technological progress in eleven Southeastern states. Serving without compensation, the scientists will consult on editorial and scientific policies of the new publication. Their objective will be to promote the technological development of the Southeast through scientific research. The first issue of the journal

appeared in January. Its title is *The Journal of Southeastern Research*. This publication will provide Southeastern engineers and scientists with their own medium for attacking common problems and recording research results.

*Miscellany* A survey has recently been made of the Engineering Societies Library, New York, according to Ralph H. Phelps, director. The library, founded 35 years ago by four engineering societies, currently serves 40,000 engineers. The survey was undertaken for the purpose of determining ways by which the library could become of even greater value to members of the four societies and to engineers in general. Mr. Richard K. Wood supervised the survey which was financed by a grant from the Engineering Foundation.

Those interested in public relations for libraries may procure information concerning the program and activities of the Library Public Relations Council by writing Miss Mary L. Kent, Branch Office #2, Veterans Administration, 299 Broadway, New York. The Council's New York and Cleveland chapters hold monthly meetings. People outside these areas can share in its activities, however, since full reports of the meetings and speeches are mailed regularly to the entire membership. In addition packets of outstanding public relations materials from libraries and other sources are sent to members several times a year. The membership fee for these services is \$2.00 a year.

The New York Public Library commemorated its 100th anniversary during the week of November 22-28. The Gutenberg Bible, the Bay Psalm Book, the Tickhill Psalter, the final draft of *Washington's Farewell Address* and the famous first editions through the centuries were among the "One Hundred Treasures" placed on public exhibition.

Maurice F. Tauber and William H. Jesse are engaged in a survey of the libraries of the Virginia Polytechnic Institute, Blacksburg, Va. The survey is being sponsored by the General Education Board.

Louis R. Wilson and Robert W. Orr are surveying the libraries of the Alabama Polytechnic Institute at Auburn.

# Review Articles

## Communications in Modern Society

*Communications in Modern Society: Fifteen Studies of the Mass Media Prepared for the University of Illinois Institute of Communications Research.* Edited by Wilbur Schramm. Urbana, University of Illinois Press, 1948, 252 p. \$4.00.

The small but increasingly important corpus of literature in the field of communications research has gained an important and valuable member in this collection of 15 essays toward the solution of the problems set by the rapid and uncharted expansion of the media of mass communication. It is perhaps typical of the way institutions develop that the lineal antecedent<sup>1</sup> of this volume should have been concerned with the administration of mass communications in the public interest, and that the book now reviewed, appearing six years later from another midwestern university, should be concerned primarily with research. The administration of mass communications has gone on for better or worse during a critical six years in the history of our country. That administration has not been without its staff work, however, and this volume reports the results of some of the research of the war years, together with a statement of some of the social and political problems of mass communication which have been identified and discussed in the interim since August, 1941.

The book grows out of the papers presented at an Institute of Communications Research held at the University of Illinois in the spring of 1948. To quote editor Schramm's penetrating introduction, "A group of communications research men met . . . to talk about the problems of their young field of study, to measure what they had done and what they would do against what needs to be done. . . . They came to take stock. They asked questions—more than

they could answer. They talked of how they might make their efforts more than the sum of their individual efforts, and of how they might use those efforts toward the better understanding of communications and toward the maximum use of communications for the public good." Out of this talking grew the 15 papers presented in this volume.

The papers fall naturally into six groups of problems: Problems of Control, Extent, and Support; Problems of Process and Channels; Problems of Audiences; Problems of the New Media; Problems of Social Effect; and Problems of Responsibility.

The section "Problems of Control, Extent, and Support" begins with a detailed exposition of the problems of "Communications and Government" by Fred S. Siebert, who considers government, in order, as a restrictive agency, a regulating agency, a facilitating agency, and a participating agency. The subsidiary problems of these four aspects are many, complex and diverse. Tentative conclusions of Mr. Siebert: "Let the government keep its hands off information content, let it be efficient but cautious in regulating the market place, let it be unhampered in facilitating the work of existing media, and let it use its own media where such use seems desirable."

"The Economic Problems in Private Ownership of Communications" are next discussed by Charles V. Kinter. He concludes that the economic problems of our mass communications industry have not become too complex for private owners to solve, and still fulfil their social responsibilities. He does not venture to say whether he thinks it likely that private owners will be overly concerned about their social responsibilities while working hard at solving admittedly complex economic problems.

This problem is in part touched upon in the next essay by Raymond B. Nixon, editor of the *Journalism Quarterly*, in discussing implications of the decreasing numbers of competitive newspapers. Working from Morris B. Ernst's well known concern about the in-

<sup>1</sup> *Print, Radio, and Film in a Democracy: Ten Papers on the Administration of Mass Communications in the Public Interest*—read before the Sixth Annual Institute of the Graduate Library School, The University of Chicago—August 4-9, 1941, edited with an introduction by Douglas Waples. Chicago: University of Chicago Press, 1942.



creasing number of American cities in which there is no daily newspaper competition, Mr. Nixon admits the facts as presented by Mr. Ernst but denies the necessity of the conclusions Mr. Ernst reaches. Making the point that the one-publisher town is not an evil in itself, but depends on the individual publisher, Mr. Nixon discovers that this one publisher has, in fact, a good deal of competition from other mass media such as the radio, motion picture, and in some areas television. The outcome of that kind of competition is, of course, very much in doubt. The author looks to the development of communications research to help all competing media find their proper audience.

The least satisfactory portion of the book is the second section on "Problems of Process and Channels," probably because work in this field is somewhat new and lacks the concrete objectiveness of some of the other aspects of the communication process. "On Psychology of the Communication Process," by Carl Hovland of Yale University, is in large part a technical discussion of the learning process as a tentative attempt to define methods of showing the effects of a given item of communication. Mr. Hovland concludes that "we do not today have a psychology of communications," but that we "have all the essential ingredients—the research techniques, the concepts and hypotheses, and the problems—to permit developing a genuine science of communications in the coming decade or two."

Even less satisfactory is Edgar Dale's "Psychology of Communication by Picture." This is little more than a list of the various media which a librarian writing on audio-visual aids might talk about. Literally nothing new has been added. So too with "The Sociology of Literature" by Leo Lowenthal. This essay is a subjective description of authorship and the author's problem of communicating his idea to his reader. This reader came away with no increased knowledge of either sociology or literature and with no sense of clarity as to what the phrase "sociology of literature" might mean.

The objective pace of the book picks up again in the third section devoted to "Problems of Audiences." Here are two papers: one devoted to the reading audience by Ralph O. Nafziger, and another to the listening

audience by Elmo C. Wilson. Nafziger's paper is notable for its description of the technique and results of recent newspaper readership surveys. It is notable too for its frank realization of the embryonic stage of such study. A beginning has been made and some specific facts are known, but many variables remain to be isolated and studied separately before we can attain a full knowledge of the effects which reading of a newspaper has upon a reader. Elmo C. Wilson does much the same sort of job for radio research, and is aware in much the same way of the myriad problems which remain before we can gain adequate control of radio as a medium of communication. He has some interesting notes too on the beginnings of research in television. Both men are challengingly conscious of the difficulties that still lie ahead of the exciting news that media research will one day reveal.

The essentially elementary stage so far achieved by communications research is best expressed by Bernard Berelson in these words: "Some kinds of communication on some kinds of issues brought to the attention of some kinds of people under some kinds of conditions have some kinds of effects." These five groups of factors: media, issues, people, conditions and effects, are susceptible to research in isolation and in relation with each and it is not until a sufficient amount of imaginative research has been accomplished that it will be possible to identify definitely the specific kinds of communication which have specific kinds of effect. The book ends with an essay on "Professional Freedom and Responsibility in the Press," by Ralph D. Casey, and an essay on the "Responsibility of an Editor," by Robert J. Blakely. Both essays are intelligent and readable approaches to the problems confronting the editor of any newspaper in the selection and display of the news that comes over local, national, and international wires each day. They are worth reading as interesting individual approaches to the problems of editorship in the light of much recent criticism of the American press.

The book is a useful and inspiring description of the achievements and the limitations of communications research today, complete with informative footnotes and a bibliography of 100 titles for further reading. This book

—and a large portion of the bibliography as well—every librarian has an obligation to read in order to gain an understanding of the processes which communicate so many ideas, impressions and attitudes to so many people literally every hour of every day of every year. The results of these communication processes, as they are embodied in one physical form or another, constitute the materials of which our libraries are made.

Librarians who read the volume will be quick to notice one or two obvious omissions. It has nothing to say about audience research in the motion picture field, in the periodical field and in the book field. It is possible, of course, to dismiss the motion picture as having dedicated itself to enter-

tainment, pure and simple; but research has shown that attitudes and information are most effectively transmitted by the motion picture—even when the intent is only entertainment. The omission of magazines is less defensible, for they rival newspapers in number, in quality of content and in probable effect. The librarian will most regret the omission of specific attention to research in the book field. Perhaps this omission will serve to point out the need, and will cause librarians and publishers to undertake the necessary research to provide some of the same kinds of answers that the radio and the press is using so effectively.—*LeRoy Charles Merritt, School of Librarianship, University of California.*

## Public Relations

*Public Relations for Colleges and Universities; a Manual of Practical Procedure.*

By Christopher Edgar Parsons. Stanford University, Stanford University Press, 1946, 61p.

In the short space of 61 pages, Christopher Edgar Parsons has written a different kind of book on public relations, and an important one. In his own words the author attempts, successfully for the most part, "To define and explain the administrator's own position and function as to public relations, and, further, to construct a sound public relations procedure."

The author is a forceful writer and gives the impression that he writes from a deep knowledge of the subject. He sticks closely to the fundamentals of public relations as opposed to publicity. After pointing out the importance of public relations to an educational institution, he emphasizes that the only firm foundation upon which public relations can be successfully developed is prestige. Prestige, he says, does not depend on wealth or size but results from "public recognition of a worthy undertaking well done." Among the several pitfalls into which institutions are prone to fall and which militate against prestige, one is of particular interest to this reviewer; that of accepting gifts (white elephants) which lead to over-expansion and necessitates the spreading of already meager resources thinner and thinner. Li-

brarians have frequently been placed in this situation.

All people connected with the institution in any way, and some who are not, comprise the real instruments of good public relations. The people connected with a college or university are rated in descending order of importance as follows: faculty, student body, alumni, parents of students, and trustees. These groups and all their members are possible agents to help in the creation of prestige. The problem lies in organizing and directing their efforts.

First of all the way in which the institution is to excel must be determined. Then a committee of 10 leaders should be selected from these groups to work with the administrator in planning and developing the program. The author shows a profound knowledge of the principles of leadership in the paragraphs dealing with the selection of these men. If these selections are wisely made the president will have a nucleus of informed, intelligent and capable support which constitute a strong base from which to launch an effective continuing program of public relations.

The problem at this point is to put the people to work and to make them feel a part of the program. The solution lies in acquainting each group, through the leaders, with the definition of the institution's area of prestige and by inviting suggestions from

each group as to how it can be most helpful. Many members of each group will have ideas, and perhaps "a pebble in his shoe" which he would like to cast out. After getting rid of these pebbles by explanation or adjustment, the first real step in satisfactory public relations will have been realized and the way for group cooperative efforts will be cleared. The more enduring efforts may then be emphasized and the groups will be ready to put them into effect. The reviewer is sorely tempted to develop the author's treatment of the ways in which each group may make its contributions but the limits of space must be observed. These paragraphs are provocative in thought and ideas.

For the permanent operation of the program, the participants must be made to feel that their work is effective and that their efforts are recognized and appreciated. This requires coherent planning, logical organization, continual assistance and guidance under a director of the consolidated program who works "as close to the administrator as his own skin."

The establishment of such a program may require from three to five years. The first year may be devoted to defining the institution's area of prestige through the administrator's personal thinking and through ideas gleaned from advisers among the faculty, trustees, students, alumni, and others. A nucleus of workers will develop during the first year, and during the second

the nucleus will grow in size and begin to function. During the third year the programs will have developed and efforts to put them into operation will begin. In the fourth and fifth years the nuclei will expand greatly and will be steadily at work in well thought out programs which, if continued, will bring in steady dividends to the institution.

Whether or not all the points considered in the book are valid is of small consequence. Some few are doubtful. The book as a whole, however, is an important contribution to the field of public relations in educational institutions. It should be valuable to both the president and to the director of public relations. It should be on the director's shelves along with the more detailed books on the same subject by Benjamin Fine, Emerson Reck, and Stewart Harrall. These volumes are more or less manuals of publicity techniques whereas the volume under review is a comprehensive yet concise examination of the methods through which an educational institution can utilize its various component parts in developing and carrying on a well rounded, effective public relations program. These other titles implement rather than duplicate the contents of Mr. Parsons' volume. All of them should be known to the college or university librarian, who as a responsible officer is an important link in the public relations program of the institution he represents.—*W. Porter Kellam, University of North Carolina Library.*

## American Universities, Colleges, and Junior Colleges

*American Universities and Colleges.* 5th ed.

Edited by A. J. Brumbaugh. Washington, D.C., American Council on Education, 1948. 1054p.

*American Junior Colleges.* 2d ed. Edited

by Jesse P. Bogue. Washington, D.C. American Council on Education, 1948. 537p.

Most librarians in academic institutions know of the usefulness of *American Universities and Colleges*. The first edition of this work, issued in 1928, contained data of 399 accredited institutions; the present fifth edition, of 820 institutions. The new edition has not only grown in the number of universities and colleges included; it has also grown in

the amount of material included about the institutions. For example, specific information relating to veterans and foreign students has been added.

Information about the library in each institution is usually limited to size (in volumes), number of government documents held, number of periodicals received regularly, volumes added and funds spent for acquisitions during 1946-47, and special collections owned. Some of the major institutions, such as Chicago, Columbia, and Yale have listed collections in considerable detail. No information, however, is available about the notable collections at Harvard.

Special note should be taken of the sections

dealing with professional education in 19 fields. Each field is discussed by a national officer, and 1515 accredited professional and technical schools are listed. Education for librarianship is reviewed by Anita M. Hostetter.

Attention should also be called to the first three chapters of the volume. Chapter I, by M. M. Chambers, is concerned with the overall problem of "Education in the United States," and considers such matters as federal policy toward education, the Office of Education, types of organizations and programs, philanthropic foundations and their relations to education, and associations of colleges and universities. John Dale Russell is the author of the second chapter, "The American College." In the section on the library, Dr. Russell uses figures of the Office of Education for 1939-40. These were the most recent available. As a result, the statements concerning the total book holdings and expenditures of college libraries are undoubtedly far below present figures. Other topics discussed by Dr. Russell are interlibrary loans and microphotography. In his comments on book collecting, he observes:

[Some libraries] are attempting to divide the responsibility for large-scale collecting within fields of common interest. Such a development, however, awaits a corresponding division of responsibility in the field of graduate instruction, and cannot proceed without it.

This is an admonition that librarians need to bear in mind in organizing cooperative acquisitions programs.

The third chapter, "The American University," by Donald H. Daugherty, includes much useful material for the university librarian. There is no attempt, however, to discuss the university library (reference is made to the comments of Dr. Russell). Tabular summaries of doctorates by institu-

tion and subject and by institution and year (1939-40 through 1945-46) bring up to date similar material found in the fourth edition of the volume.

Growth in the development of junior colleges is also exhibited in *American Junior Colleges*, by Jesse P. Bogue, who is executive secretary of the American Association of Junior Colleges. The first edition of this work, issued in 1940, considered 494 accredited junior colleges. The 1948 edition includes material about 564 accredited institutions.

Part I of this volume contains discussions of types of junior colleges, development of the junior college movement, present status and trends of the junior college movement, and accreditation of junior colleges. Accreditation standards and practices, including both regional and state accrediting agencies, are also provided.

The information given regarding the library under each institution differs somewhat from that provided in *American Universities and Colleges*. Data concerning type of library space (separate building or otherwise), seating capacity, and number of full-time and part-time library staff are provided in addition to facts about collections, periodicals, budget, and volumes added 1946-47.

In both of these volumes, the librarian has sources of data regarding America's higher academic institutions which he can get at conveniently and easily. The discussions, the institutional exhibits, the standards, the classified lists of schools in the appendices of both volumes, the tabular presentation of curricula offered by junior colleges—these features, among others, render these volumes edited by Brumbaugh and Bogue exceptionally valuable reference guides for college and research libraries.—*Maurice F. Tauber, Columbia University.*

## Book Collecting

*Taste and Technique in Book-Collecting; a Study of Recent Developments in Great Britain and the United States.* By John Carter. New York, Bowker, 1948, xxiii, 203p. \$5.00.

If you relish good writing about books you will hasten to read this one, for it is

written with sense, grace and knowledge. It avoids the defects of many books about books of being condescendingly elementary or sentimentally overwritten. It is neither glibly technical nor chummily anecdotal, and might be called a sophisticated big brother to Storm and Peckham's *Invitation to Book Collecting*.



John Carter bases his book on the lectures which he gave in 1947 as Sandars Reader in Bibliography at Cambridge University. Founded in 1895, this annual series has been given by such bibliographical "greats" as Duff, Madan, Greg, Pollard, McKerrow, Morison, Keynes and Sadleir. Carter is the first member of the rare book trade to be appointed, and it is as a dealer that he approaches his assignment. "Book-Collecting means Book-Selling" is the simple truth from which he proceeds to examine the evolution of Anglo-American book collecting since its burgeoning in the late 17th century.

It is not unnatural that Cambridge-graduate Carter, who is managing director of Charles Scribners' Sons Ltd., London, counselor of the Bibliographical Society, and author of numerous bibliographical writings, should deliver lectures documented but not dull. They are typically English in their laconic style, which is not surprising when we recall the noncommittal title given by Carter and Pollard to their shattering *An Enquiry into the Nature of Certain Nineteenth Century Pamphlets*. They are untypically English in that they do not sneer at American collectors; in fact, Carter is more critical of English indifference than of American aggressiveness.

The lectures first examine the history of English book collecting, from the desire for incunabula, fine bindings, and illuminations, to the rise of author-bibliographies, emphasis

on original condition and exploitation of the moderns. The great sales are analyzed, beginning with Britwell, Huth and Hoe, proceeding to Forman, Wakeman and Quinn, and culminating in the sale-to-end-sales, the opulent Kern.

Rhythms and cycles in reading and collecting are correlated, book collectors' clubs and societies are appraised, the role of British and American university libraries in rare book collecting is compared and criticized, all with an easy handling of sources not to be learned in graduate school.

Carter's closing chapters on "Rarity" and "Condition" are pure gold. I wish that the Antiquarian Booksellers Association would make them required reading for members, for it is true that buyers of rare books find a disconcerting lack of standards in the terminology and descriptions used by dealers.

Carter is critical of what he calls "herd collecting" and contemptuous of the slavish school of "list collectors" à la Newton, Merle Johnson, the Grolier "Hundred" and the Zamorano "Eighty." He pleads for personal taste and conviction as surer guides than fashion.

"For a man's handling of a book," Carter writes "is as instantly revealing to the experienced eye as his grasp on the reins of a horse." The English book trade may well be proud of spokesman John Carter.—*Lawrence Clark Powell, Library, University of California at Los Angeles.*

## No Dissection Needed

The Microcard Foundation has called to my attention an error of fact in my article, "An Inexpensive Microprint Reader" in the January issue of *C&R.L.* In the discussion of the relative merits of microcards and the Goebel method of microreproduction, I stated that, with the methods employed at the present time, the production of microcards requires the dissection of two copies of the publication to be processed, and that therefore it is necessarily limited to pamphlets and other expendable materials. The Microcard Foundation points out that the method of dissecting two copies for microcard production, as originally proposed by Fremont Rider, was discarded by the manufacturers almost as soon as actual microcarding was begun, and that all microcarding has been done from bound volumes, with the photographic process identical with that employed in microfilming, without dissection of, or damage to, the bound volumes.

Inasmuch as I encountered widespread misapprehension concerning this aspect of microcard production, the statement of the Microcard Foundation is to be welcomed.—*Werner B. Ellinger.*

# Nominees for A.C.R.L. Officers

## 1949-50

NOMINATIONS for the following terms: vice president and president-elect, one year as vice president, one year as president; treasurer, three years; director, three years; representatives on A.L.A. Council, four years.

### *Vice President (One to be elected)*

Charles Marshall Adams, librarian, Woman's College Library, University of North Carolina, Greensboro

Helen A. Ganser, librarian, State Teachers College, Millersville, Pa.

### *Treasurer (One to be elected)*

Donald O. Rod, librarian, Denkmann Memorial Library, Augustana College, Rock Island, Ill.

Thomas Shuler Shaw, assistant in charge, Public Reference, Main Reading Room, Library of Congress, Washington, D.C.

### *Director (One to be elected)*

Mary R. Kinney, associate professor, School of Library Science, Simmons College, Boston, Mass.

Margaret Castle Schindler, chief, Division of Bibliography, U.S. Department of Agriculture Library, Washington, D.C.

### *A.C.R.L. Representatives on A.L.A. Council (Eight to be elected)*

Johanna E. Allerding, librarian, Engineering Library, University of California at Los Angeles

Robert W. Christ, assistant librarian, Duke University Library, Durham, N.C.

Donald T. Clark, associate librarian, Graduate School of Business Administration, Harvard University, Boston, Mass.

Leslie W. Dunlap, assistant chief, Division of Manuscripts, Reference Department, Library of Congress, Washington, D.C.

Mollie E. Dunlap, librarian, College of Education and Industrial Arts, Wilberforce, Ohio

Mary I. Floyd, librarian, Eastern Kentucky State Teachers College, Richmond

Marion B. Grady, librarian, Ball State Teachers College, Muncie, Ind.

Felix E. Hirsch, librarian, Bard College, Annandale-on-Hudson, N.Y.

William H. Hyde, librarian, Illinois Institute of Technology, Chicago

Edmond F. X. Ivers, S.J., librarian, Woodstock College, Woodstock, Md.

Florence L. King, librarian, Wellesley College Library, Wellesley, Mass.

Jean F. Macalister, associate reference librarian, Columbia University Library, New York, N.Y.

Albert P. Marshall, librarian, Winston-Salem Teachers College, Winston-Salem, N.C.

Gerhard B. Naeseth, associate director, The General Library, University of Wisconsin, Madison

Joseph C. Shipman, librarian, Linda Hall Library, Kansas City, Mo.

Dorothy M. Sinclair, head, History, Travel, and Biography Department, Enoch Pratt Free Library, Baltimore, Md.

## Biographical Notes

### Vice President (President-Elect)

ADAMS, CHARLES MARSHALL, librarian, Woman's College, University of North Carolina, Greensboro, 1945-date. B.A., Amherst, 1929; B.S. in L.S., Columbia, 1933; M.A. Columbia, 1942 (American literature); instructor, Athens College, Athens, Greece, 1929-32; assistant, New York Public Library, 1934-38; assistant to the director, Columbia University Libraries, 1938-45; instructor, Columbia University School of Library Service, summer 1939, 1941; member: S.L.A., Greensboro Library Club (president, 1947-48), N.C. Library Association (2nd vice president), Bibliographical Society of America, Typophiles, A.L.A. Bibliography and Serials Committees; author: "Some Notes on Seventeenth Century Marbled Papers" (*NYPL Bulletin*, July 1947), "Library First on Building Program" (*Library Journal* 73: 1772-77, Dec. 15, 1948); assistant editor, *North Carolina Libraries* (1948), a state report. Mr. Adams served on the Nominating Committee of the College Libraries section of A.C.R.L., 1945, and on its Program Committee, 1948.

GANSER, HELEN A., librarian, State Teachers College, Millersville, Pa., 1911-date, and director of library training, September 1921-date. Chairman of Committee which organized the first School and College Section of the Pennsylvania Library Association, 1916; secretary of the Pennsylvania Library Association 1933-34, vice president 1943-44, president 1944-45; program experience with A.L.A., Pennsylvania Lib. Assn., Pennsylvania State Education Association, Eastern States Association of Professional Schools for Teachers, Eastern Pennsylvania School Library Conferences; chairman of the Teachers College Subcommittee of the A.L.A. Committee on Education, 1929-30; member A.L.A. Council, representing Pennsylvania Library Association; author of "Teacher-Librarians" (National Society for the Study of Education. *Forty-second Yearbook*, Part II: *The Library in General Education*, 1943, P. 313-15). Miss Ganser is a member of the Teacher-Training Section of A.C.R.L.

### Treasurer

ROD, DONALD O., librarian, Augustana College, Rock Island, Ill., 1943-date. A.B., Luther College, 1938; A.B. L.S., University of Michigan, 1940; candidate for Ph.D., University of Chicago Graduate Library School (course and resident requirements completed 1948); assistant cataloger, General Library, University of Michigan, 1938-40; assistant and associate librarian, Luther College, 1940-43; study and travel in Europe as an A.L.A. fellow, March-September 1947.

SHAW, THOMAS SHULER, assistant in charge, Public Reference, Main Reading Room, Library of Congress, 1945-date. B.A., George Washington University, 1930; B.S. in L.S., Columbia University, 1946; various positions in the Library of Congress since 1930; lecturer, reference and bibliography, Catholic University of America, 1947-date; member: S.L.A. D.C. Library Association; compiler: *Index to Profile Sketches in New Yorker Magazine* (Boston, Faxon, 1946). Mr. Shaw is a member of the Reference Librarians Section of A.C.R.L. and is on the committee to revise the section's tentative statement of function.

### Director

KINNEY, MARY R., associate professor, School of Library Science, Simmons College, Boston, July 1948-date. A.B., University of Illinois, 1928; B.S. in L.S., Illinois, 1929; M.S. in L.S., 1937; assistant, Carnegie Library, Mount Carroll, Ill., summers 1927-28; assistant, catalog department, Cossitt Library, Memphis, Tenn., 1929-30, head, 1931-35; reviser, University of

Illinois Library School, 1936-37, instructor, 1937-42; instructor, Simmons College School of Library Science, summer 1942, lecturer, 1942-43, assistant professor, 1943-48; Reference Department of Detroit Public Library, summer of 1944; General Reference Department, Enoch Pratt Free Library, Baltimore, summer of 1946; member: Massachusetts Library Association; chairman, Program Committee, Boston chapter of S.L.A., 1947-48, 1948-49. Miss Kinney is a member of the Reference Librarians Section of A.C.R.L. and served on the section's Nominating Committee, 1947-48.

SCHINDLER, MARGARET CASTLE, chief, Division of Bibliography, U.S. Department of Agriculture Library, Washington, D.C., 1947-date. B.A., Beloit, 1928; Wisconsin, 1929; M.S. in L.S., Columbia, 1936; assistant librarian, Beloit College, 1929-32; librarian, Foreign Language Libraries, State University of Iowa, 1932-35; reference librarian, Goucher College, Baltimore, 1936-41; reference assistant, Library of Congress, 1942-43; acting chief, then chief, Reference Section, U.S. Department of Agriculture Library, 1943-47; served on Oberly Memorial Awards Committee of A.L.A. for four years; author: "Fictitious Biography," a study of Appleton's *Cyclopedia of American Biography* based on master's essay (*American Historical Review* 42:680-90, July 1937). Miss Schindler is a member of the Reference Librarians Section of A.C.R.L.

### Representatives on A.L.A. Council

ALLERDING, JOHANNA E., librarian, Engineering Library, University of California at Los Angeles, July 1946-date. A.B., University of California, 1936, School of Librarianship, 1937; cataloger, San Marino Public Library, 1937-38; various positions Los Angeles County Public Library, 1938-40, and technology reference librarian, 1940-42; assistant librarian, Pacific Aeronautical Library, Institute of the Aeronautical Sciences, Hollywood, Calif., 1942-43, librarian, 1943-44; senior librarian, Reference Department, University of California at Los Angeles, 1945-June 1946; member: California Library Association, American Society for Engineering Education; chairman, 1946-47, of Los Angeles Regional Group of Catalogers; co-chairman, 1948-49, of the Engineering-Aeronautics Section of the Science-Technology Group of A.L.A.; Secretary-Treasurer of S.L.A., Southern California Chapter, 1945-46. Miss Allerding is a member of the Engineering School Libraries Section of A.C.R.L. and was a member of its Executive Board, 1946-47; member of A.C.R.L. Publications Committee, 1947-49.

CHRIST, ROBERT W., assistant librarian, Duke University Library, Durham, N.C., 1948-date. B.A., Amherst, 1930; M.S., Columbia, 1948; library assistant, Mt. Holyoke College, 1931-36, assistant to librarian, 1936-42; acting librarian, Lending Service Library, Columbia University, 1943-44; head, Reference Department, Grosvenor Library, 1944-46; chief, Information Section, Reference Division, U.S. Department of State, 1946-48; with Pratt and Whitney Aircraft Corporation, 1942-43; president, Western New York chapter of S.L.A. 1945-46; chairman, S.L.A. Public Relations Committee, 1946-48; member: Bibliographical Society of America; author: *Fifty Years of Molière Studies* (a bibliography with Paul Saintonge), 1942; also, articles in professional journals. Mr. Christ is chairman of the Reference Librarians Section of A.C.R.L., and is a member of A.C.R.L.'s Committee on the Educational Qualifications of Librarians.

CLARK, DONALD T., associate librarian, Graduate School of Business Administration, Harvard University, July 1948-date. B.A., University of California, 1934; B.S., Columbia, 1936; M.B.A., Harvard, 1942; assistant, Berkeley (Calif.) Public Library, 1930-

September 1931, September 1932-September 1935; Documents Division, Oregon State Library, October 1931-August 1932; reference assistant, New York Public Library, 1935-39; assistant librarian, Graduate School of Business Administration, Harvard University, 1940-48 (on leave 1943-44); civilian instructor, A.A.F. Officer Candidate School and special consultant, U.S. Army Air Forces Statistical Division, 1943-44; formerly president Harvard Library Club, and president Boston chapter S.L.A.; member Planning Committee of Massachusetts Library Association; director, Boston chapter S.L.A.; chairman Financial Group, S.L.A. Mr. Clark is a member of the University Libraries Section of A.C.R.L.

DUNLAP, LESLIE W., assistant chief, Division of Manuscripts, Reference Department, Library of Congress, Washington, D.C., September 1948-date. B.A., University of Oregon, 1933; A.M., Columbia, 1938; B.S. in L.S., Columbia, 1939; assistant in various departments of New York Public Library, 1936-42; order librarian, University of Wisconsin, 1942-April 1945; assistant chief of the General Reference and Bibliography Division of the Library of Congress, May 1945-August 1948; in 1946 chief of the Surplus Books for Veterans Project; chairman, A.L.A. Bibliography Committee, 1948-49, editor: *Letters of Willis Gaylord Clark and Louis Gaylord Clark*, New York Public Library, 1940. Mr. Dunlap is a member of the Reference Librarians Section of A.C.R.L.

DUNLAP, MOLLIE E., librarian, College of Education and Industrial Arts, Wilberforce, Ohio, 1947-date. A.B., Ohio State University, 1928; A.B. L.S., University of Michigan, 1931; A.M. L.S., 1932; instructor, Wilberforce University, 1918-20; Instructor, U.S. Veterans' Bureau, Wilberforce, 1920-24; librarian, Winston-Salem Teachers College, Winston-Salem, N.C., 1925-34; librarian, Wilberforce University, 1934-47; member: Adult Education Committee, Ohio Library Association, 1940; A.L.A. Committee on Racial Discrimination, 1937; District Committee of A.L.A. Development Fund; participant in various panel discussions of the Ohio Library Association; Adult Education Association, American Teachers Association; contributor to *Journal of Negro Education*; assistant editor, *Negro College Quarterly*, 1944-47; co-author: *Institutions of Higher Learning among Negroes in the United States*, 1947. Miss Dunlap is a member of the College Libraries Section of A.C.R.L.

FLOYD, MARY ISABELLE, librarian and associate professor of history, Eastern Kentucky State Teachers College, Richmond, 1929-date. A.B., Eastern Kentucky State Teachers College, 1925; M.A., Columbia University Teachers College, 1929; B.S. in L.S., Columbia University, 1933; Board of Directors, Kentucky Library Association, 1933-35; Committee on Cooperative Study of Teacher Education, 1939; president, Kentucky Library Association, 1939-40; chairman, Central Kentucky Library Association, 1947-48; chairman, Kentucky Committee on Intellectual Freedom, 1948; member: Kentucky Education Association, National Education Association, American Historical Association, Madison County Historical Association, American Association of University Professors; author: *Guidance Outline in Library Science*, 1939. Miss Floyd was a member of the Board of Directors of A.C.R.L. 1942-46, and member of a Special Committee on Relations of A.C.R.L. to A.L.A., 1946. She is a member of the Libraries of Teacher-Training Institutions Section of A.C.R.L.

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HIRSCH, FELIX E., librarian, 1936-date, and professor of history, 1946-date, Bard College, Annandale-on-Hudson, N.Y. Ph.D., Heidelberg, 1923; B.S. in L.S., Columbia, 1929; political editor, *National-Zeitung*, Berlin, 1924-32, *Berliner Tageblatt*, 1933-34; associate

in German, Bard College, 1937-42; assistant professor of literature, 1942; chairman, Area Training Program, A.S.T.P. Unit, 1943-44; assistant professor of European history, 1944-45; associate professor of European history, 1945-46; chairman, Social Studies Division, 1946-47; lecturer on reference work and librarianship as a profession, Library School, New Jersey State Teachers College, Trenton, summers of 1943, 1944, 1945, 1948; presented papers before Conference of Eastern College Librarians, 1941 and 1948; A.L.A. Committee on Refugee Librarians, 1944-47; member: American Historical Association, American Association of University Professors; contributor to professional and scholarly journals. Dr. Hirsch is a member of the College Libraries Section of A.C.R.L. He was chairman of its Nominating Committee in 1947, and presented papers before the section in 1940, 1945, and 1949.

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IVERS, EDMOND F. X., S. J., librarian, Woodstock College, Woodstock, Md., 1946-date. College, graduate, and theological studies, Woodstock College and Georgetown University; B.S. in L.S., Columbia, 1946; professor of Latin, St. Peter's Preparatory School, 1937-1940; vice president, Baltimore chapter of S.L.A., 1947, president, 1948; director, Maryland-Washington-Virginia unit of Catholic Library Association, 1948-49; member Catholic Theological Society of America. Father Ivers is a member of the College Libraries Section of A.C.R.L.

KING, FLORENCE LOUISE, librarian, Wellesley College Library, Wellesley, Mass., 1948-date. A.B., University of Arizona, 1922; Dr. Zimmer's School of International Studies, Geneva, Switzerland, summer 1930; B.S. in L.S., Columbia, 1927; branch assistant, New York Public Library, 1927-29; librarian, Fort Lee Junior-Senior High School, 1929-34; library consultant, New York University, 1935-37; assistant librarian, Columbia College Library, Columbia University, 1937-40, librarian, 1940-41; associate librarian, Connecticut College, 1941-43; librarian, Briarcliff Junior College, 1943-44; librarian, Denison University, Granville, Ohio, 1944-48; formerly on A.L.A. International Relations Committee; author: "How is the Library Presented in the College Catalog?" (*Library Quarterly*, January 1938). Miss King is a member of the College Libraries Section of A.C.R.L.

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MARSHALL, ALBERT P., librarian, Winston-Salem Teachers College, Winston-Salem, N.C., 1941-date. A.B., Lincoln University, 1938; B.S. in L.S., Illinois, 1939; circulation assistant, Lincoln University Library, 1939-41; with U.S. Coast Guard, March 1943-October 1945; on leave for study at University of Illinois, 1948-49; member: Board of Directors, North Carolina Negro Library Association; North Carolina Committee, Southeastern States Cooperative Library Survey (T.V.A.), 1947-48; North Carolina Teachers Association; Leadership Training Committee of Old Hickory Council of Boy Scouts of America (chairman); Race-Relations Advisory Committee, Winston-Salem, N.C.; editor: *Library Service Review* (official publication of North Carolina Negro Library Association); compiler: *A Guide to Negro Periodical Literature*; co-compiler: *North Carolina Index*. Mr. Marshall is a member of the Libraries of Teacher-Training Institutions Section of A.C.R.L.

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dent, Missouri Library Association, 1947-48; contributor to professional periodicals; author (with Louis M. Nourse): *Survey of the Wichita, Kansas, City Library*. Mr. Shipman is a member of the Reference Librarians Section of A.C.R.L.

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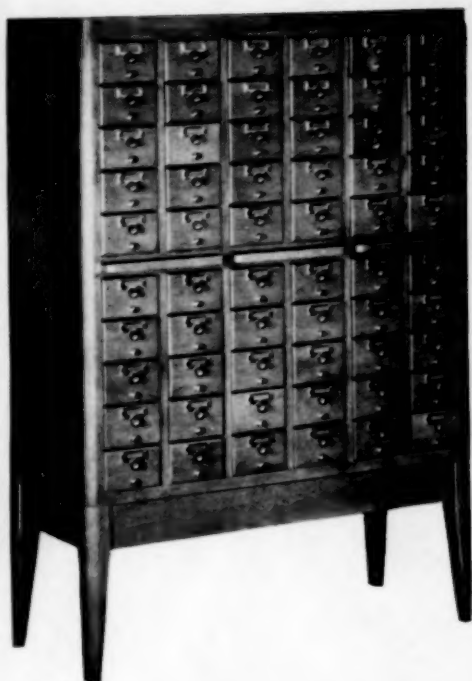
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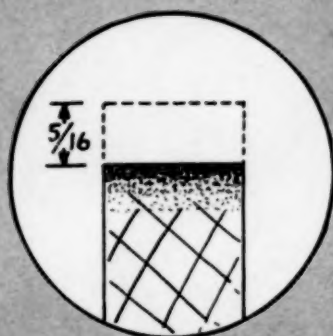
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